

A Report on the Uses of the Internet in Selecting a Graduate Program:

A Collaboration Between the National Association
of Graduate Admissions Professionals and the
Graduate Record Examinations

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National Association of Graduate Admissions Professionals
September 2000

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Using the Internet in Selecting a Graduate Program

Introduction

This research project is a first-time collaboration between the National Association of Graduate Admissions Professionals and the Graduate Record Examinations. The purpose of this study was to gather data about how individuals search for a graduate program and use the Internet to select a graduate program. This data will provide the graduate education community information needed to make decisions about resources that should be considered for web-based use. In addition, the hope is that future graduate students would gain from a better delivery and higher quality of information provided by the graduate education community.

The author would like to acknowledge the members of the NAGAP Governing Board, especially past presidents Dr. Barbara Baily and Donald Resnick. In addition, I'm indebted to NAGAP member Kristen Williams, with whom I talked about the initial idea to do this project. From the Graduate Record Examinations, thanks goes to Jose Santiago for serving as the GRE team leader and the members of the GRE team: Morris Chandler, Rob Durso, Barry Kay and Pankaja Narayanan. And finally, my appreciation for professional support goes to Dr. Andrew Debicki, former dean of the Graduate School and International Programs, University of Kansas, and Anne Merydith-Wolf for her assistance with the copyediting, layout, and design of this publication.

Study Design

The research chairperson from NAGAP and the GRE team worked together to construct a 27-question survey concerning the use of the Internet to select a graduate program. The survey addressed questions concerning the student's status in applying for a graduate program, the graduate program search process, general computer and Internet usage, use of the Internet in searching for a graduate program, and student preferences on the location, size, and type of institution they wish to attend.

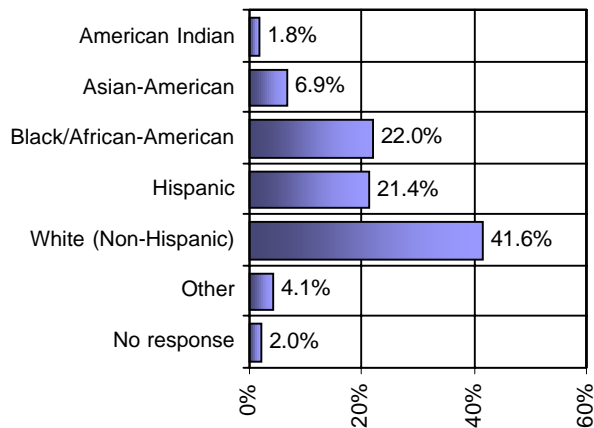
Once the survey was completed, a sample of individuals to participate in the study was gathered from individuals who had enrolled to take the GRE General Test in October 1999 (N=1,142). These individuals generally completed the General Test two months following their enrollment date. In addition, the project oversampled ethnic minority students to ensure appropriate information regarding these students was obtained.

List of Research Areas

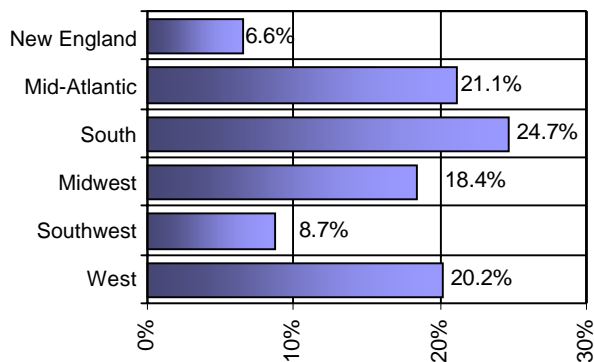
1. Computer and Internet usage
2. Status in applying for a graduate program
3. Graduate program search preferences
4. Graduate program search process
5. Use of the Internet in selecting a graduate program

Demographics

Background Information of Participants



Region of the Country (based on permanent address)



Region 1 (New England): CT, ME, MA, NH, RI, VT

Region 2 (Mid-Atlantic): DE, DC, MD, NJ, NY, PA

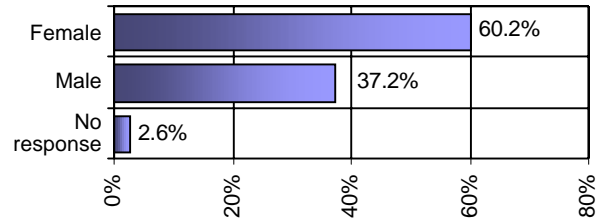
Region 3 (South): AL, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV

Region 4 (Midwest): IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, WI

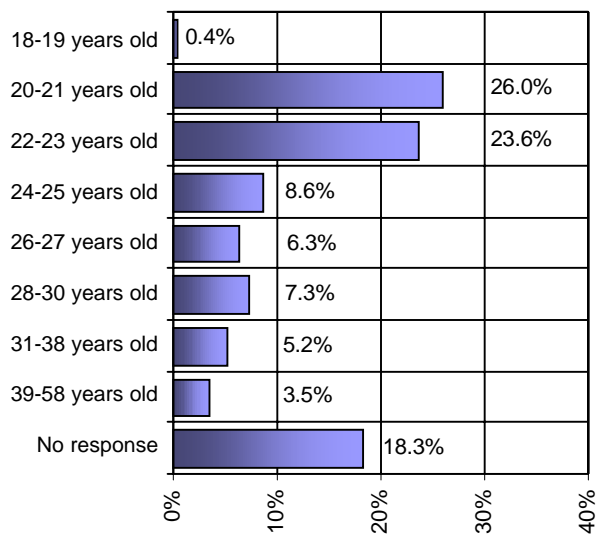
Region 5 (Southwest): AZ, AR, NM, OK, TX

Region 6 (West): AK, CA, CO, HI, ID, MT, NV, OR, UT, WA, WY

Sex of Survey Participants



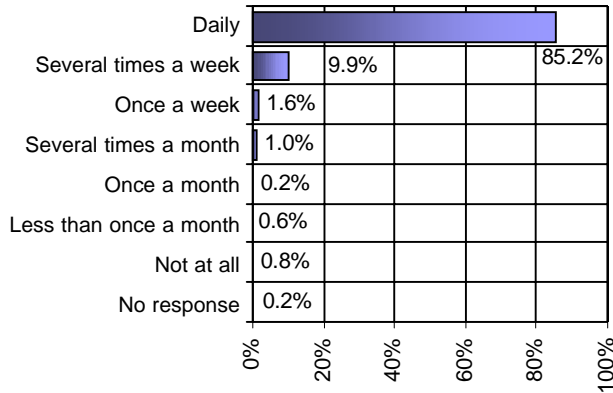
Age of Survey Participants (as of November 1999)



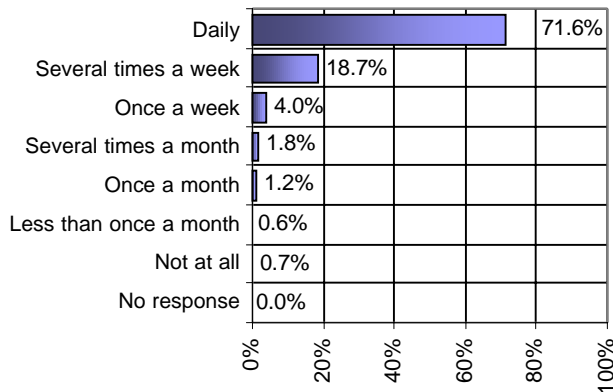
Overall Responses

1. Computer and Internet Usage

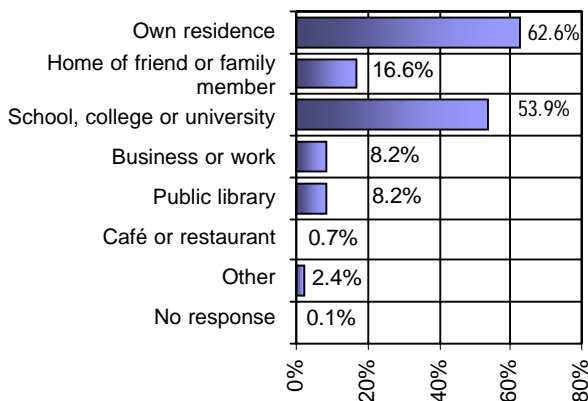
A. In general, how often do you use a personal computer at any location including home, work, your institution or any other place?



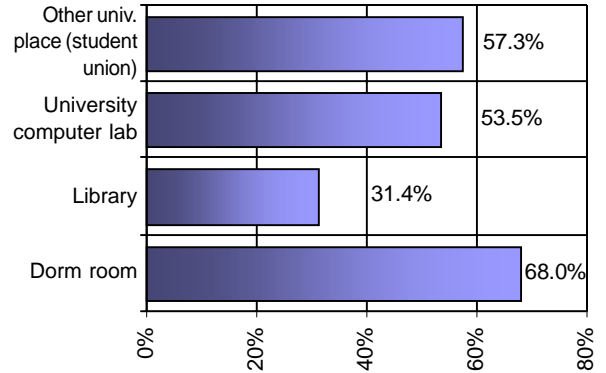
B. In general, how often do you use the Internet at any location including home, work, your institution or any other place?



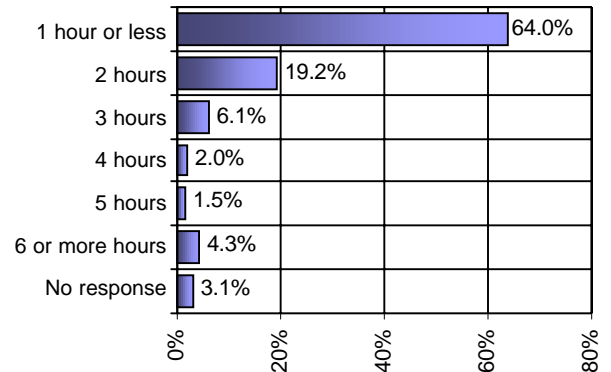
C. From which locations have you used the Internet in the past six months? (Allow more than one response.)



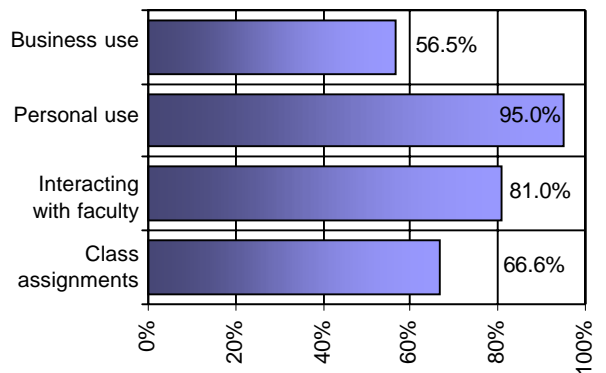
D. In the past six months, on your undergraduate campus did you access the Internet from any of the following places? (Allow more than one response.)



E. In general, when you log onto the Internet, approximately how many hours do you spend per session?

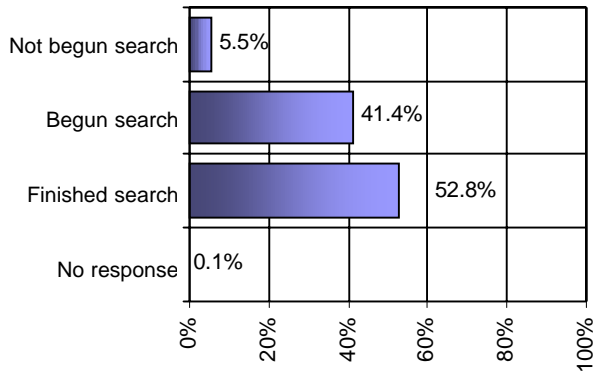


F. Do you use e-mail for the following purposes? (Allow more than one response.)

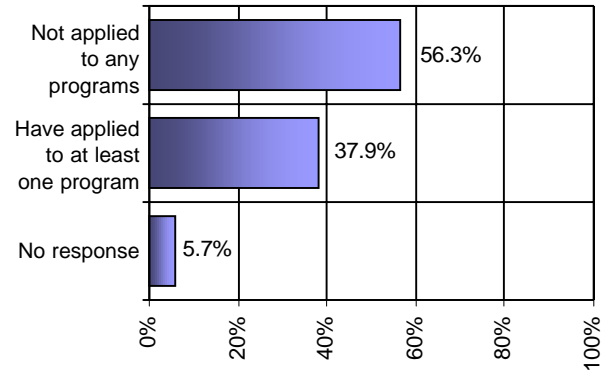


2. Status in Applying for a Graduate Program

A. Where are you in the process of identifying graduate programs to which you may apply

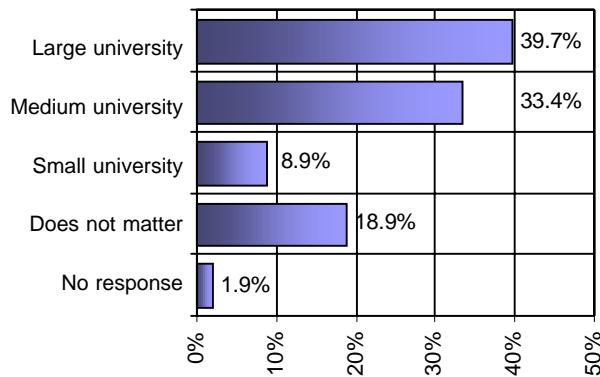


B. Have you applied to any graduate programs?

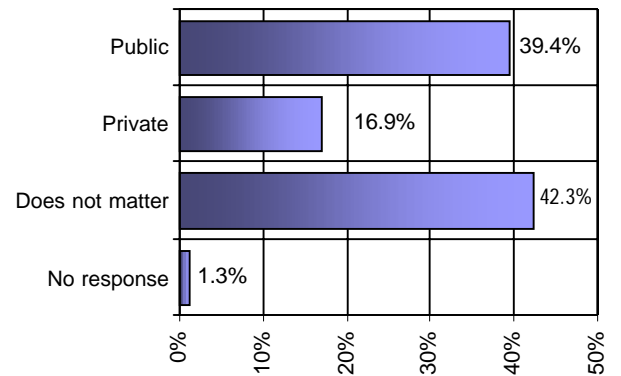


3. Graduate Program Search Preferences

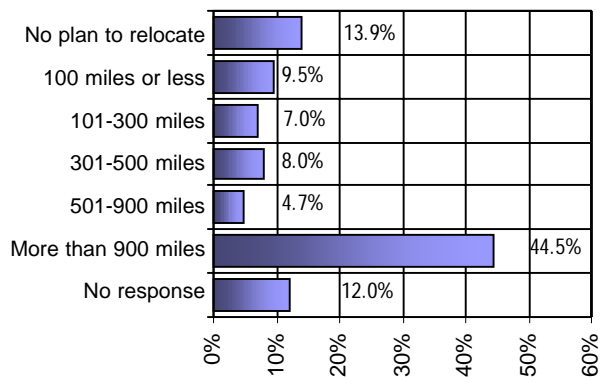
A. For graduate school would you like to attend a large research university, a medium size university or a small university? (Allow for than more than one response.)



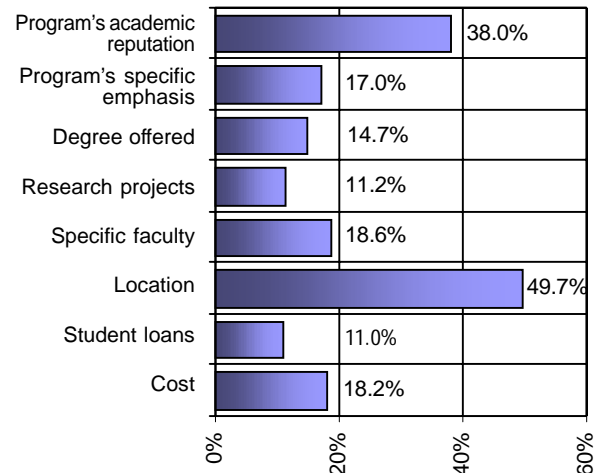
C. Would you prefer to attend a public or private university?



B. How far would you be willing to relocate for a graduate program?

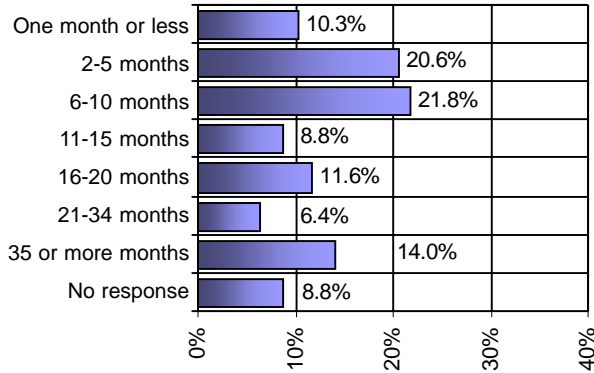


D. What are the important factors in your choice of a graduate program? (Allow for than more than one response.)

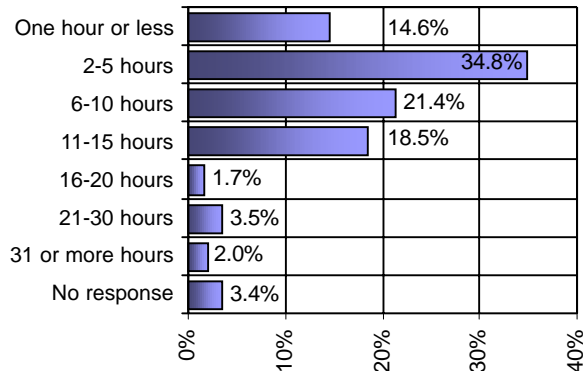


4. Graduate Program Search Process

A. How many total months will have lapsed while you searched for a graduate program? In your answer please consider when you first started to look for graduate programs and when you anticipate making your final decision?



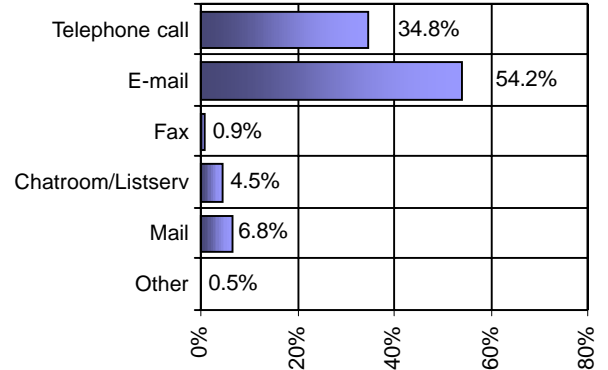
B. In an average month how many hours will you spend or have you spent on your search for a graduate program?



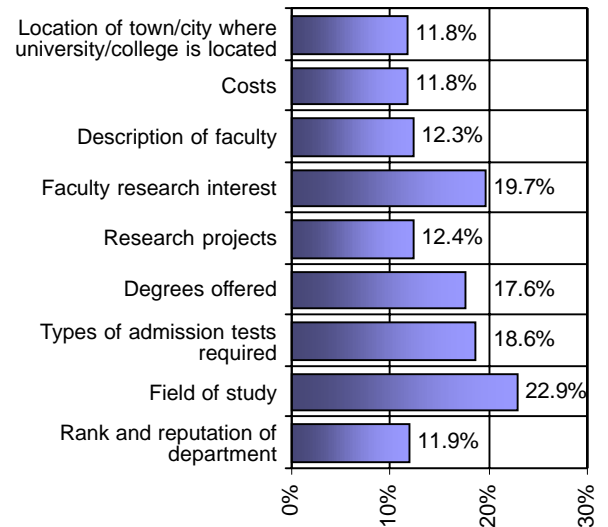
C. Please identify the three most useful people you have or will consult regarding selecting a graduate program.

Undergraduate faculty or other faculty at institution currently attending	32.4%
Faculty in the graduate program to which applicant applied	29.3%
Fellow students	14.4%
University recruiters	9.8%
Family or non-student friend	9.5%
Other	1.3%

D. Which methods of communicating with a faculty member or university staff member about a graduate program would you prefer? (Allow more than one response.)

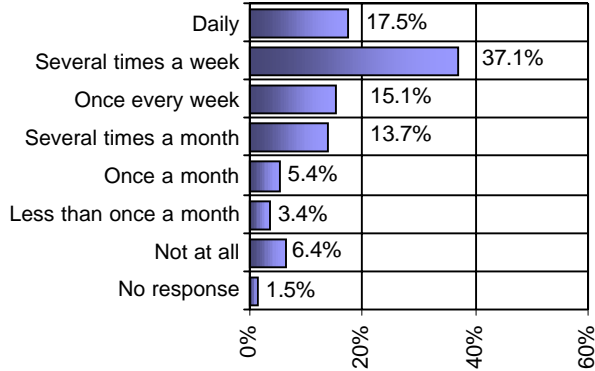


E. When looking at a graduate program's Web site, what information do you look for? (Allow more than one response.)

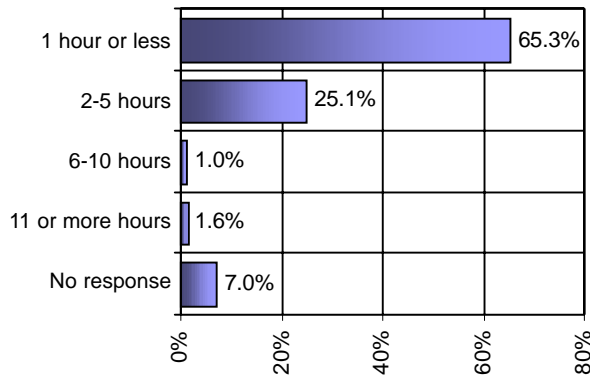


5. Use of Internet in Selecting a Graduate Program

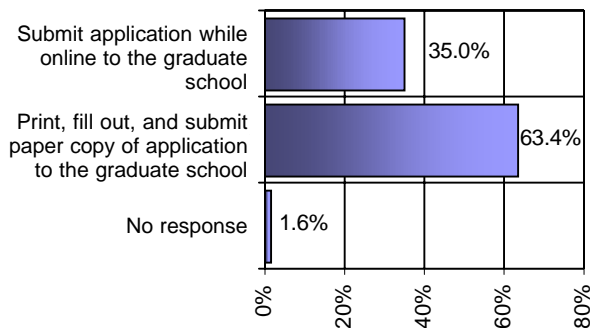
A. Over the past six months, approximately how often have you used the Internet to search for, obtain information about or apply to a graduate program?



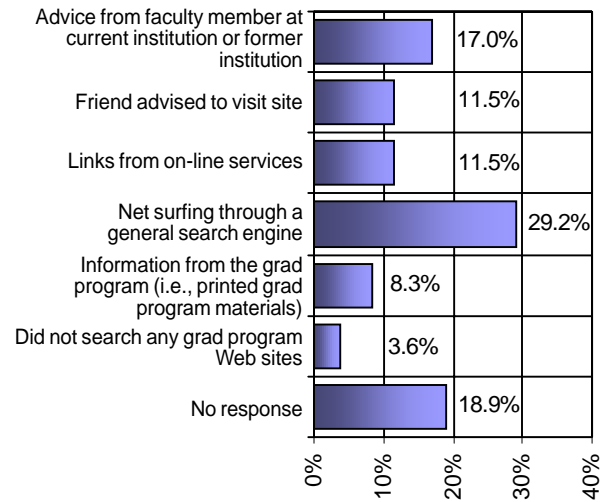
B. Approximately how long did each session last when you used the Internet to search for, obtain information about or apply to a graduate program?



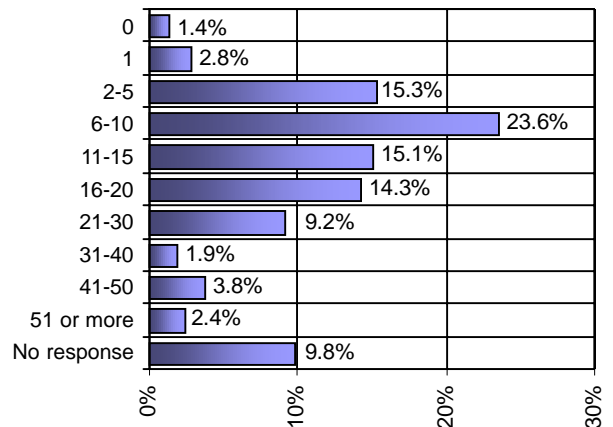
C. When working with a graduate school application that is on line would you prefer to complete and send the application while *online* or print the application, fill it out and submit it as a paper copy?



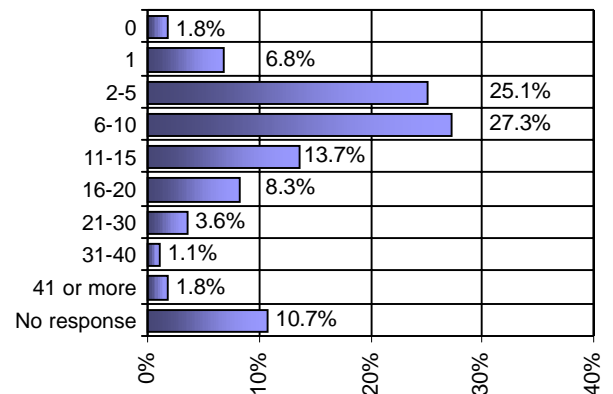
D. How did you decide to search the Web site of a graduate program that interested you?



E. About how many university Web sites, if any, have you visited?



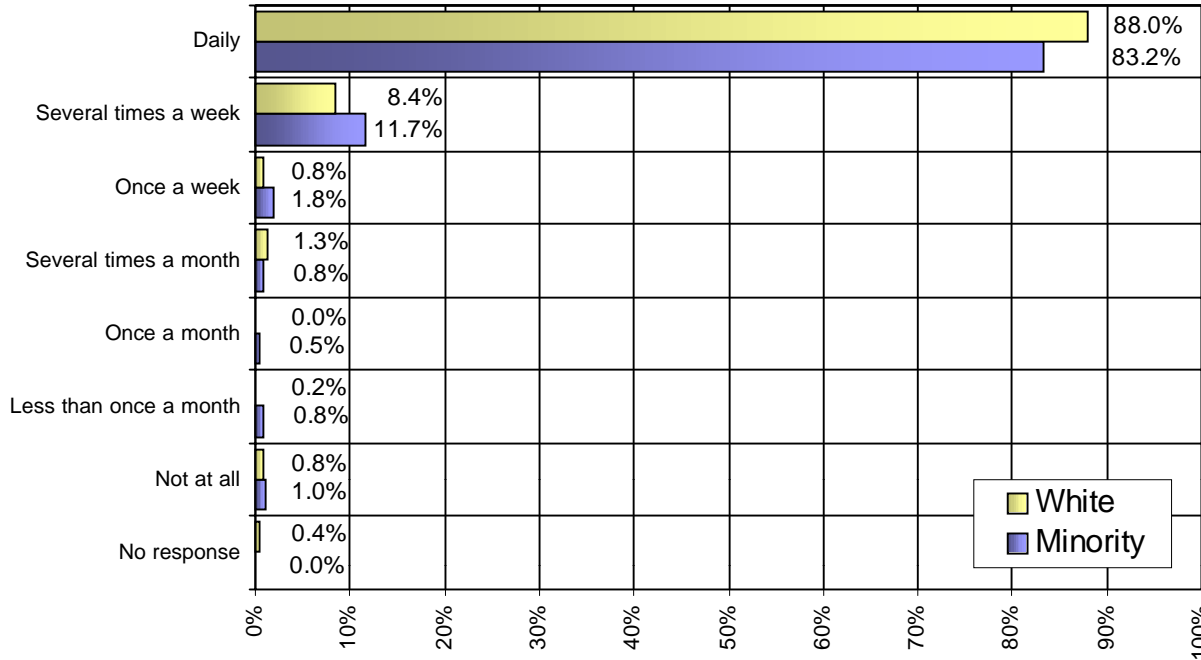
F. Among these Web sites, from how many have you obtained information?



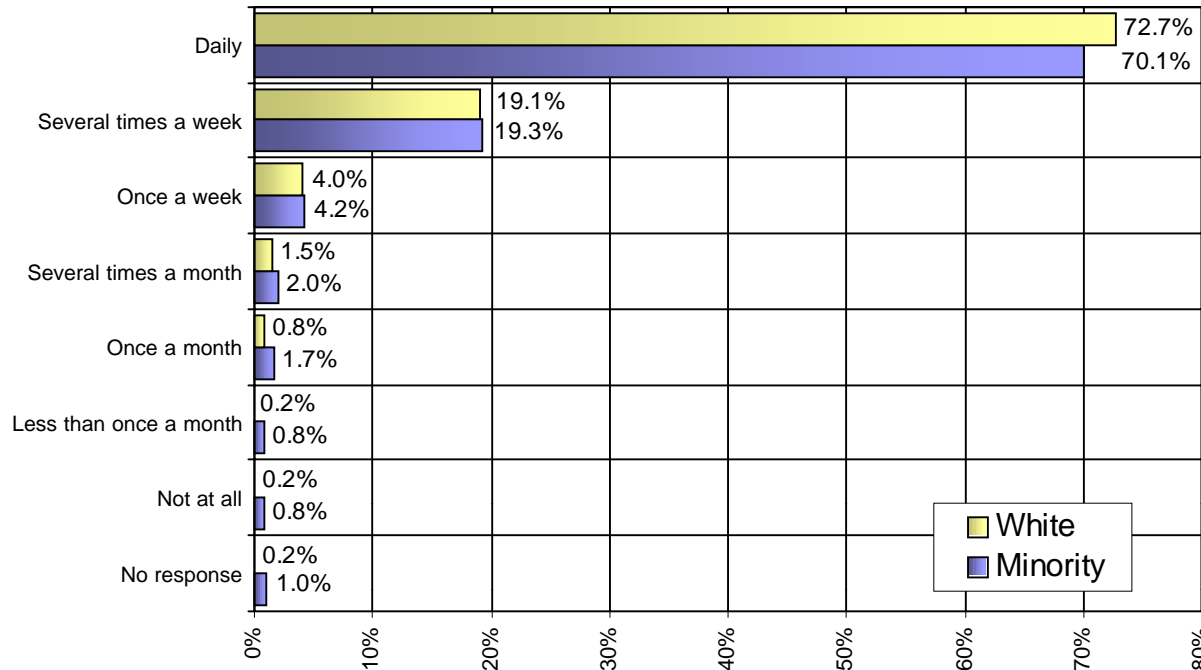
Responses by Race/Ethnicity (white/minority)

1. Computer and Internet Usage

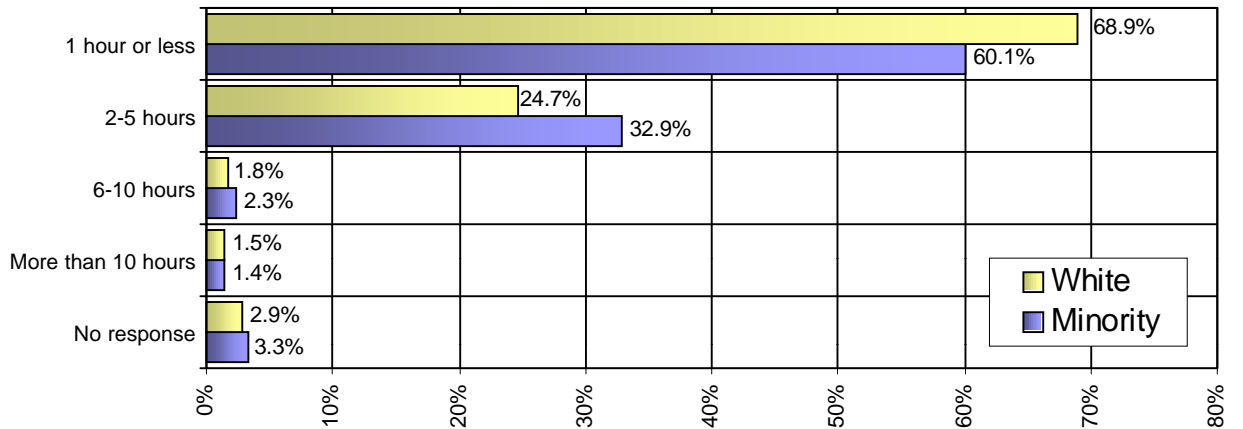
A. In general, how often do you use a personal computer at any location including home, work, your institution or any other place?



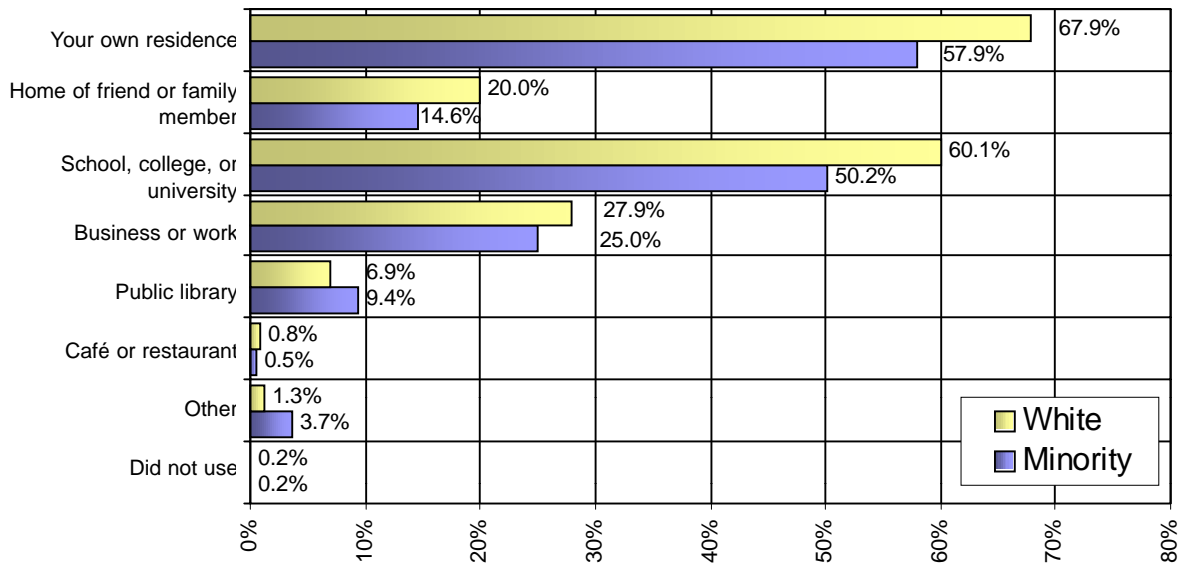
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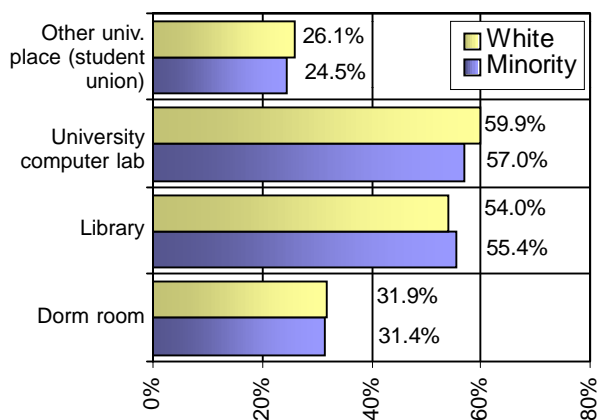
C. In general, when you log onto the Internet, approximately how many hours do you spend per session?



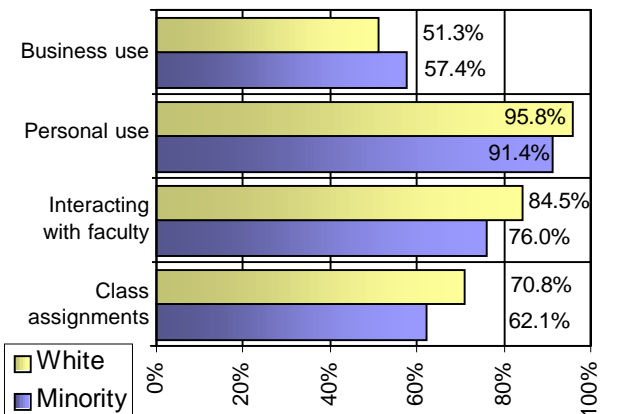
D. From which locations have you used the Internet in the past six months? (Allow more than one response.)



E. In the past six months, on your undergraduate campus did you access the Internet from any of the following places? (Allow more than one response.)

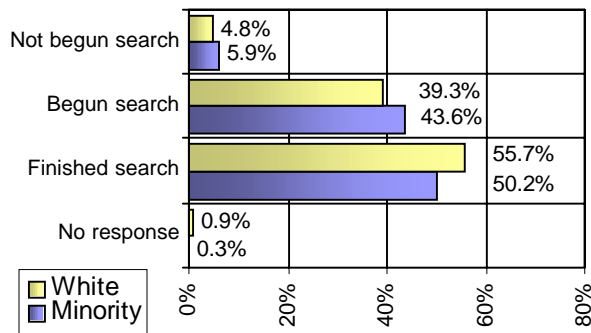


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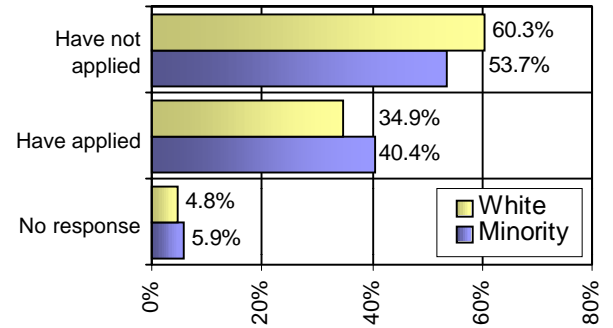


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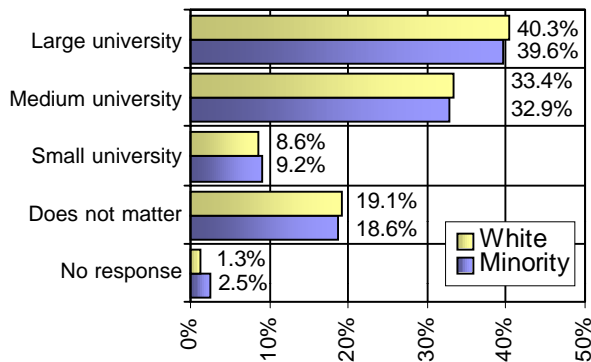


B. Have you applied to any graduate programs?

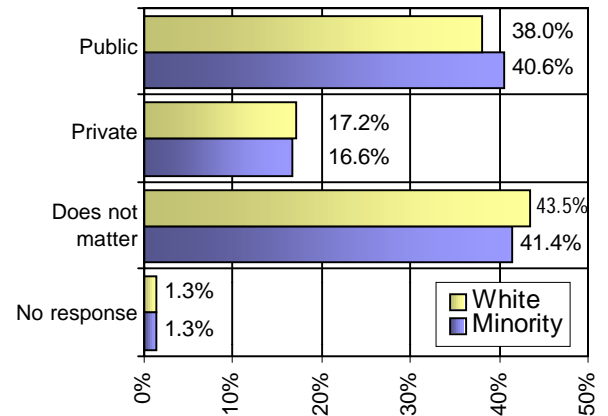


3. Graduate Program Search Preferences

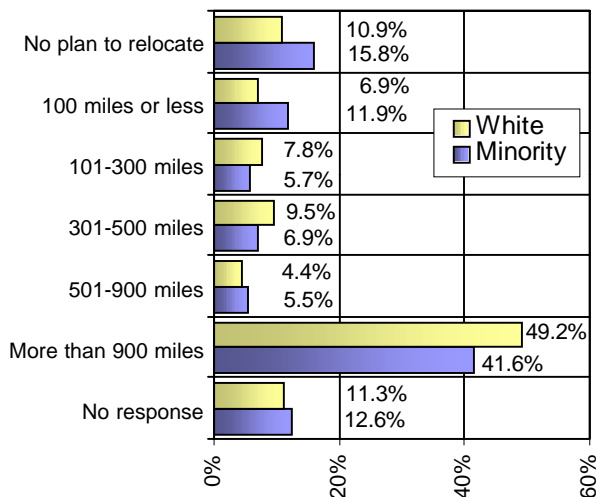
A. For graduate school would you like to attend a large research university, a medium size university or a small university? (Allow more than one response.)



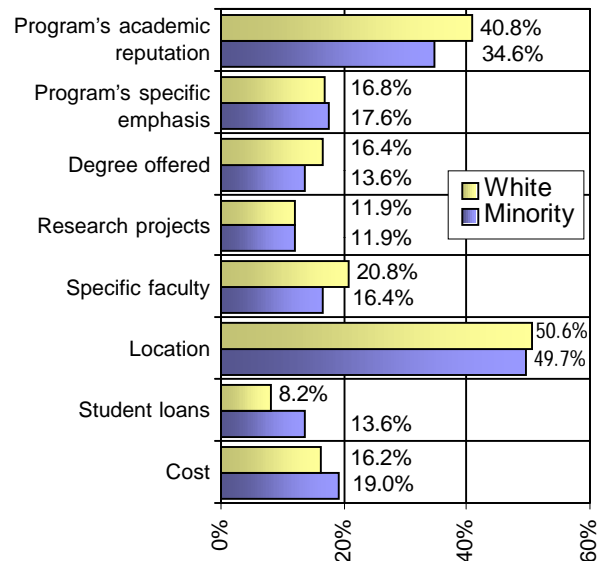
C. Would you prefer to attend a public or private university?



B. How far would you be willing to relocate for a graduate program?

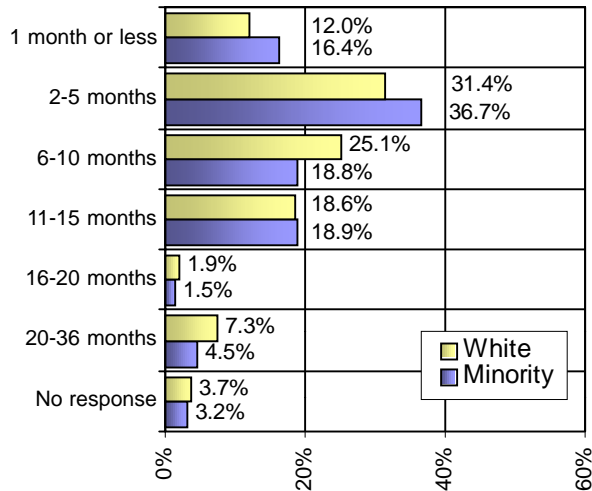


D. What are the important factors in your choice of a graduate program? (Allow more than one response.)

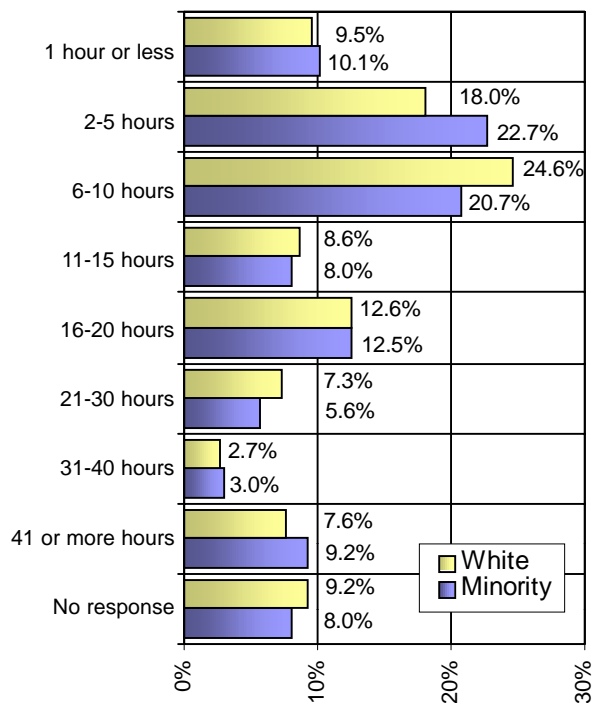


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A. How many total months will have lapsed while you searched for a graduate program? In your answer please consider when you first started to look for graduate programs and when you anticipate making your final decision?



B. In an average month how many hours will you spend or have you spent on your search for a graduate program?



C. Please identify the three most useful people you have or will consult regarding selecting a graduate program?

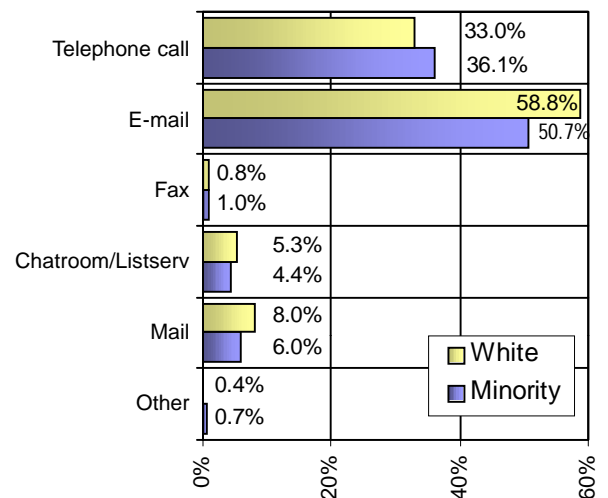
White

Undergraduate faculty or other faculty at institution currently attending 36.1%
 Faculty in the graduate program to which applicant applied 30.0%
 Fellow students 12.6%
 University graduate recruiters 8.0%
 Family or non-student friend 6.7%
 Campus visits 2.5%
 Other 1.5%

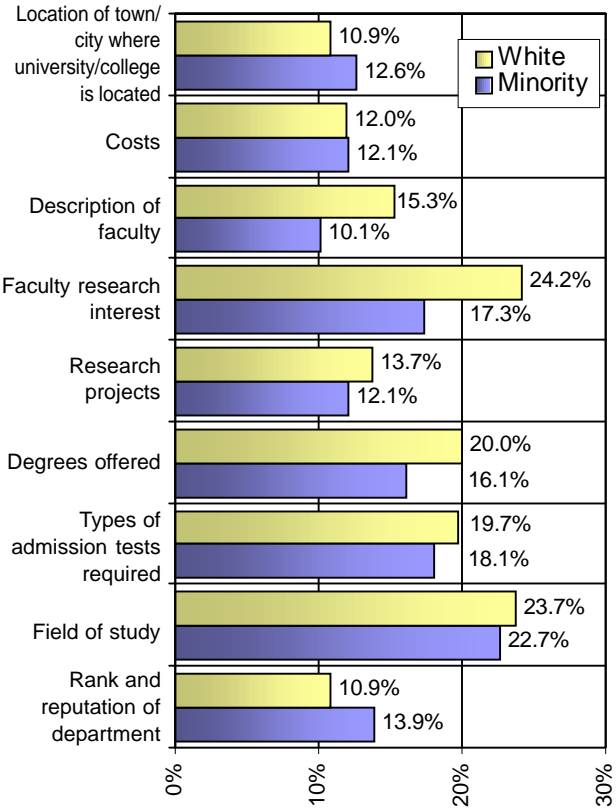
Minority

Undergraduate faculty or other faculty at institution currently attending 29.9%
 Faculty in the graduate program to which applicant applied 29.5%
 Fellow students 15.9%
 University graduate recruiters 11.7%
 Family or non-student friend 11.7%
 Campus visits 2.9%
 Other 1.2%

D. Which methods of communicating with a faculty member or university staff member about a graduate program would you prefer? (Allow more than one response.)

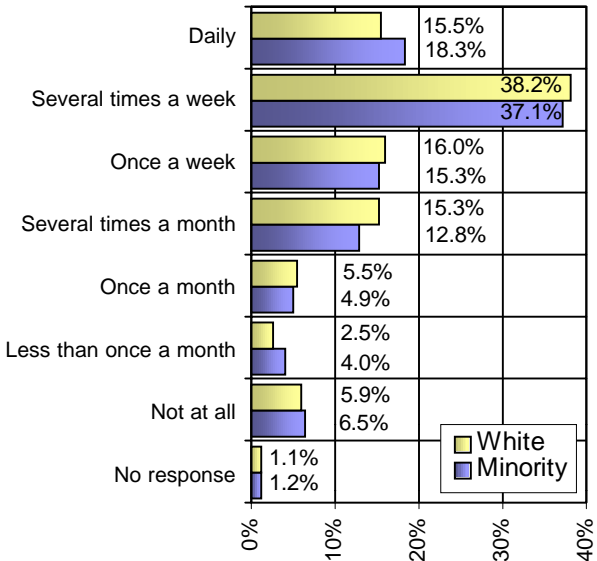


E. When looking at a graduate program’s Web site, what information do you look for?
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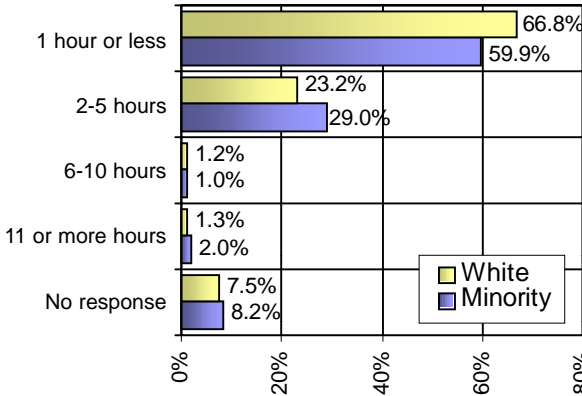


5. Use of Internet in Selecting a Graduate Program

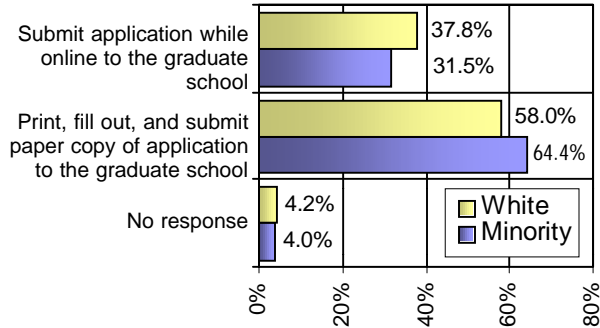
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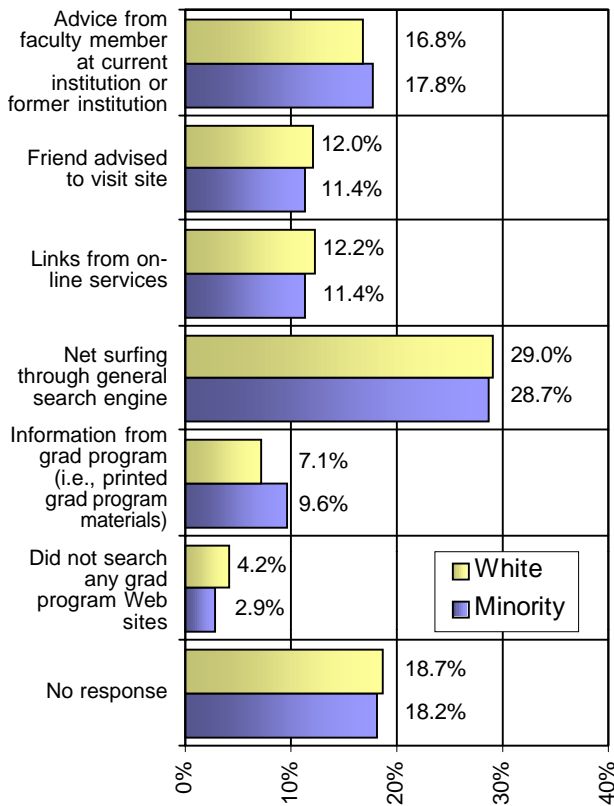
B. Approximately how long did each session last when you used the Internet to search for, obtain information about or apply to a graduate program?



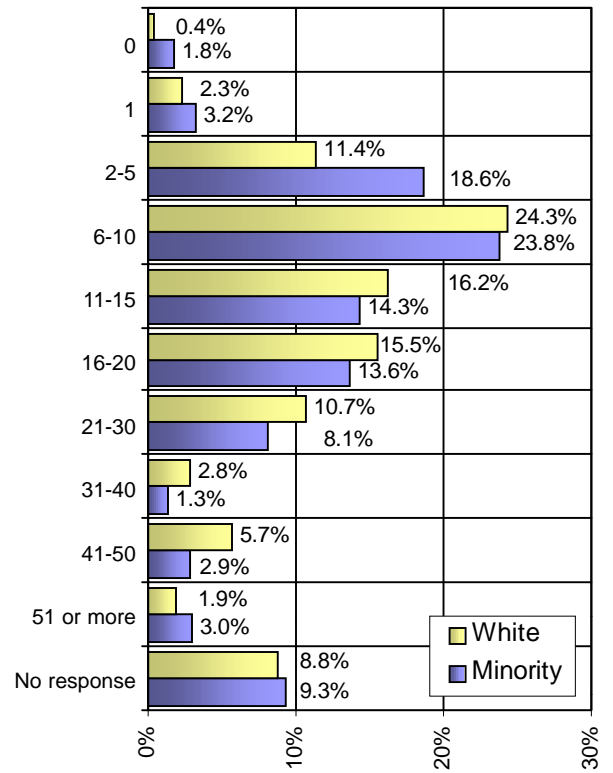
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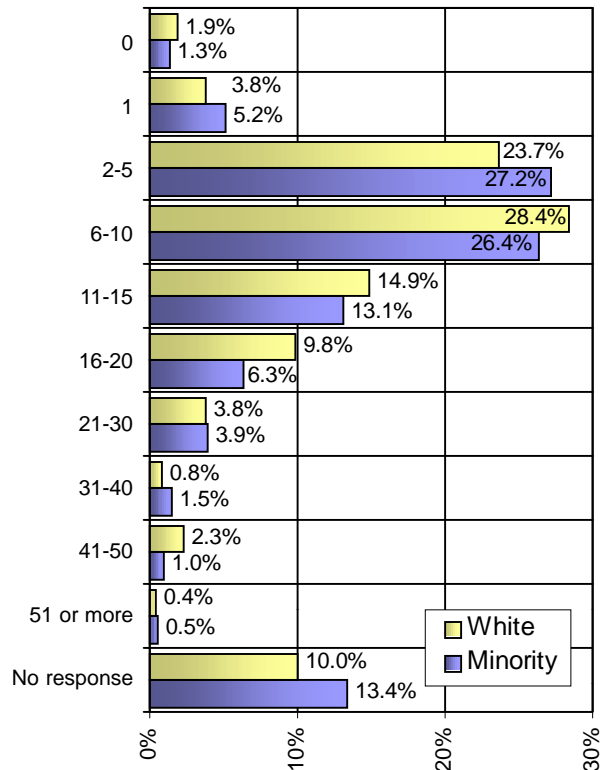
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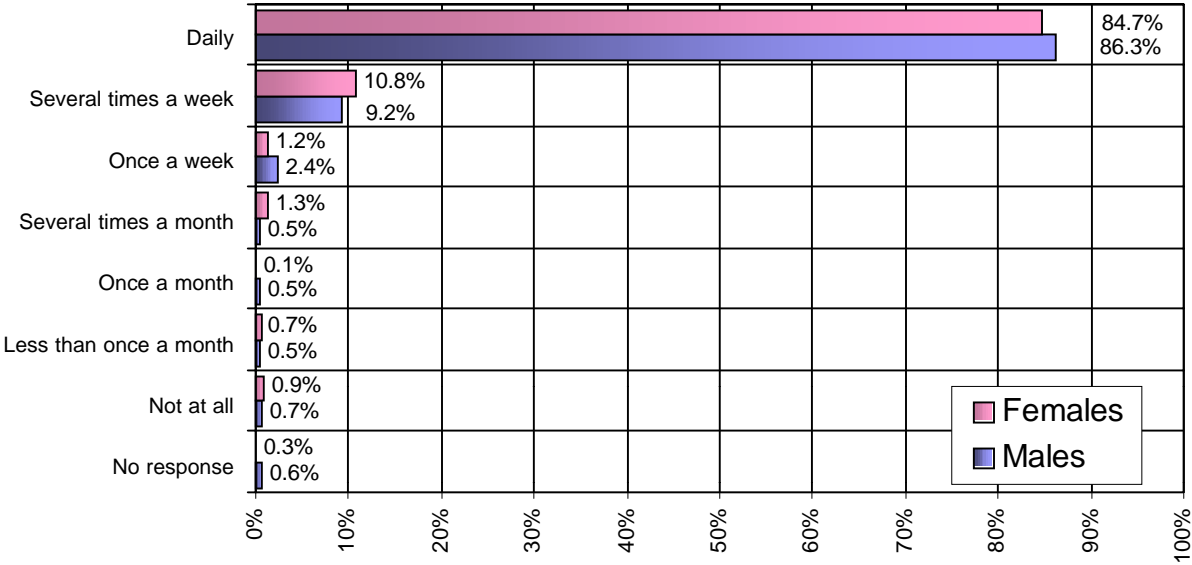
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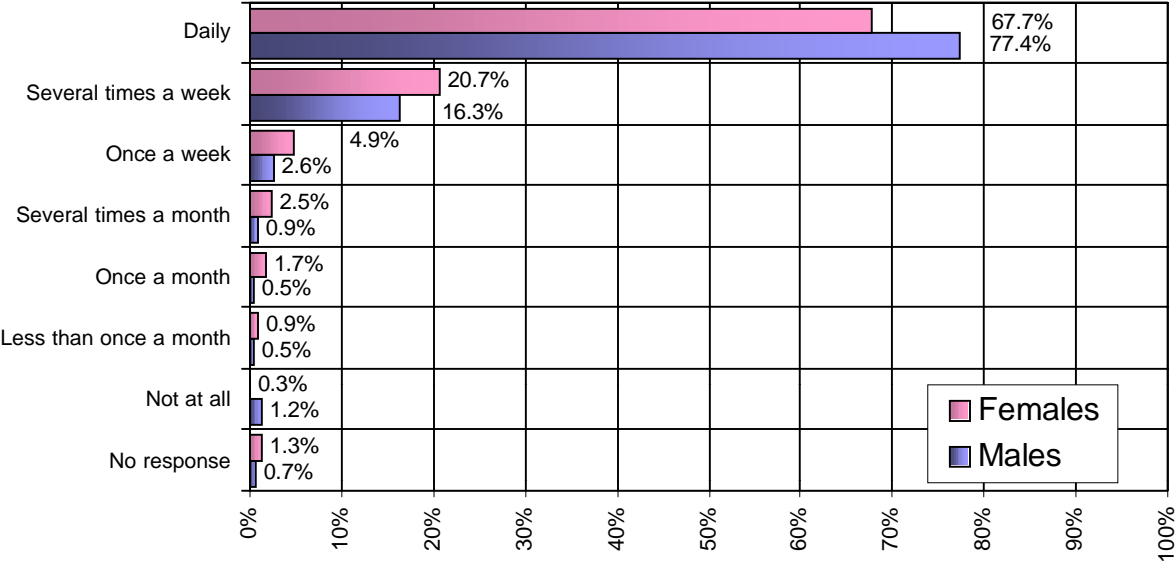
Responses by Sex (male/female)

1. Computer and Internet Usage

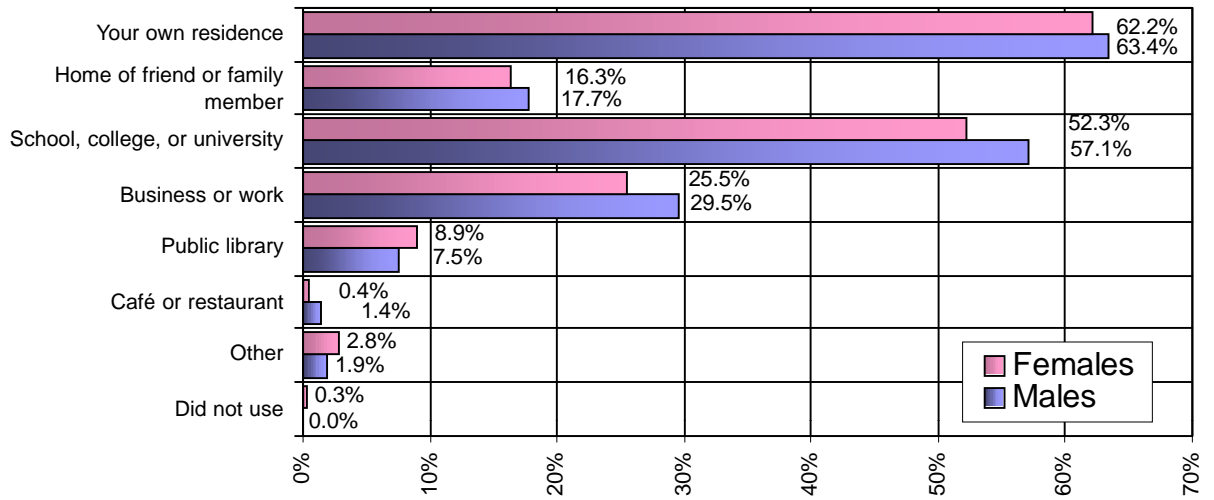
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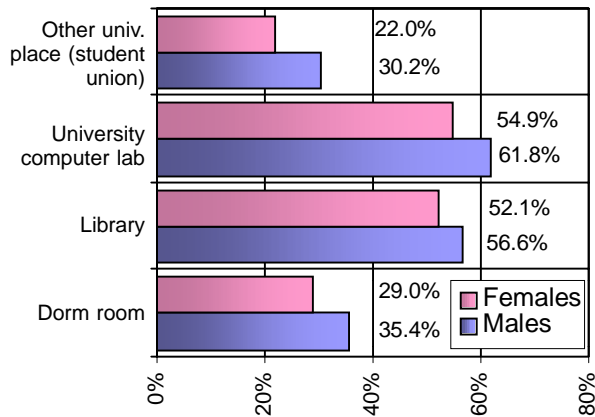
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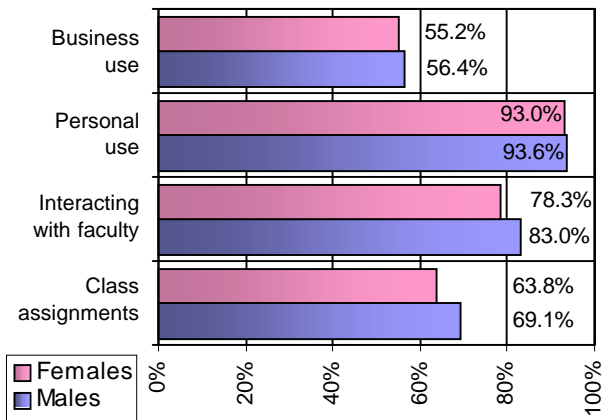
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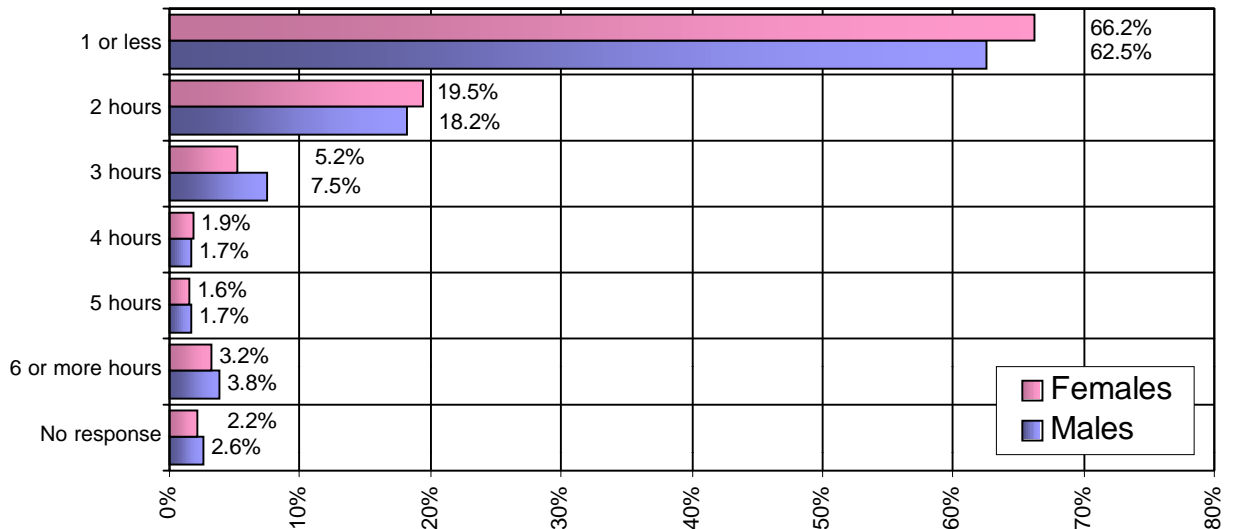
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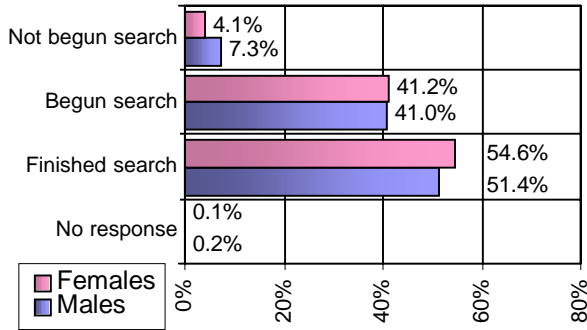


E. In general, when you log onto the Internet, approximately how many hours do you spend per session?

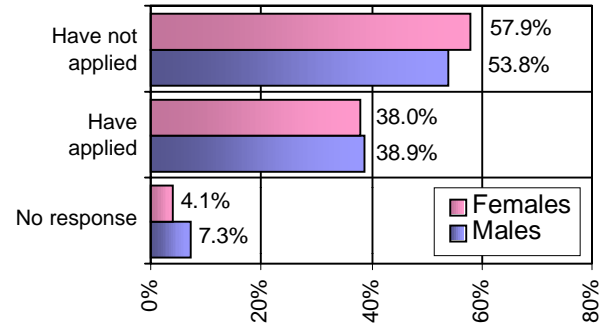


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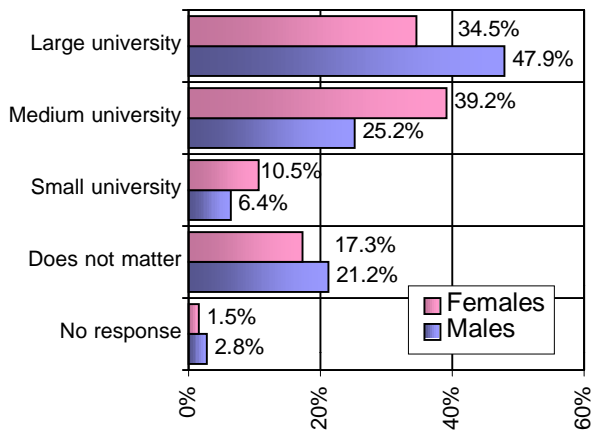


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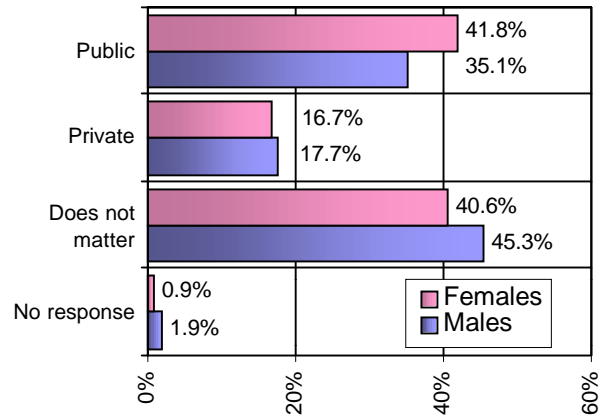


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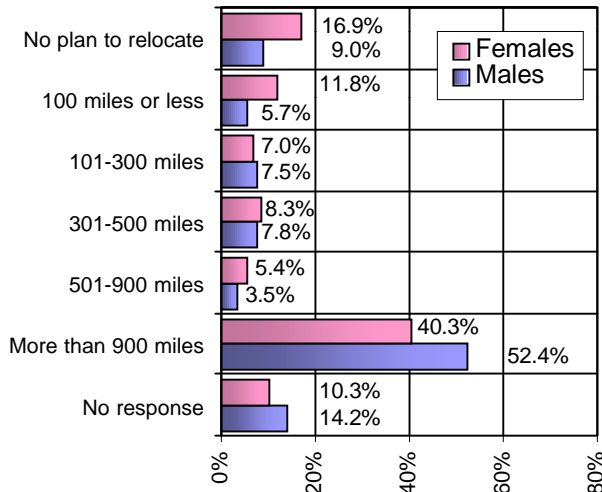
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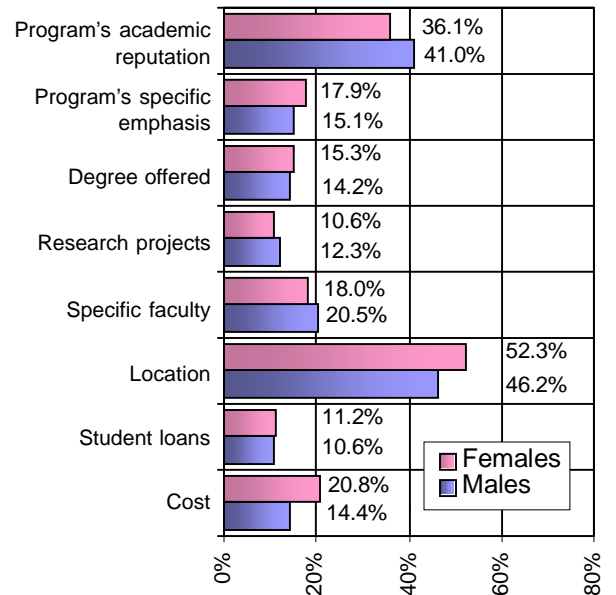
C. Would you prefer to attend a public or private university?



B. How far would you be willing to relocate for a graduate program?

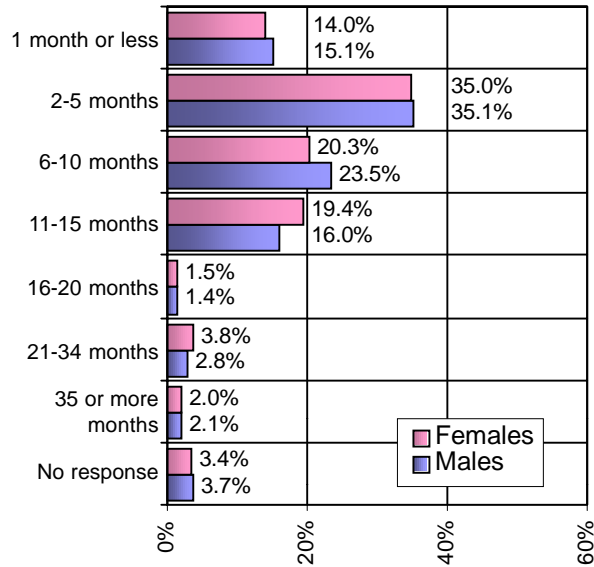


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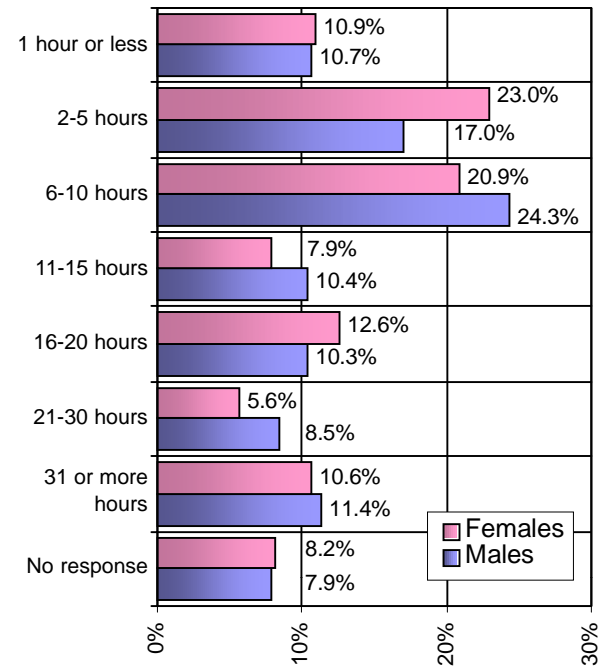
Females

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- Campus visits 2.5%
- Other 1.6%

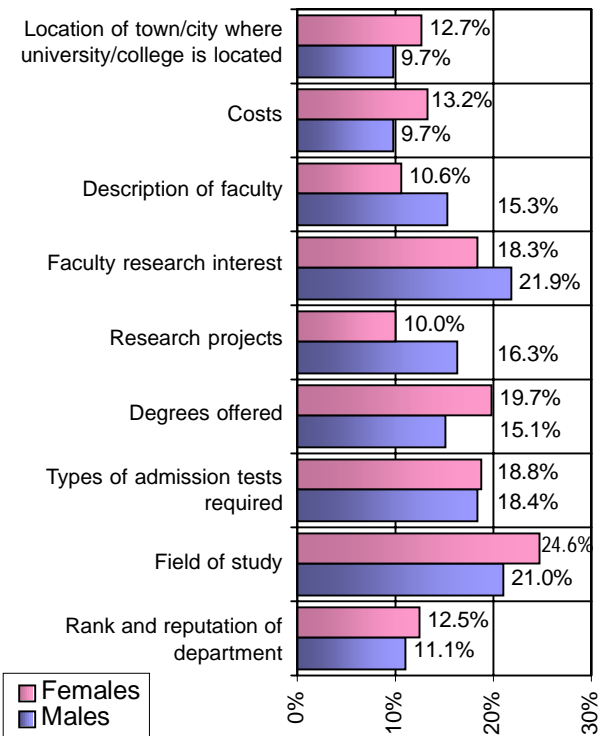
Males

- Undergraduate faculty or other faculty at institution currently attending 34.4%
- Faculty in the graduate program to which applicant applied 31.4%
- Fellow students 14.6%
- University graduate recruiters 10.4%
- Family or non-student friend 8.3%
- Campus visits 2.8%
- Other 0.9%

C. In an average month how many hours will you spend or have you spent on your search for a graduate program?

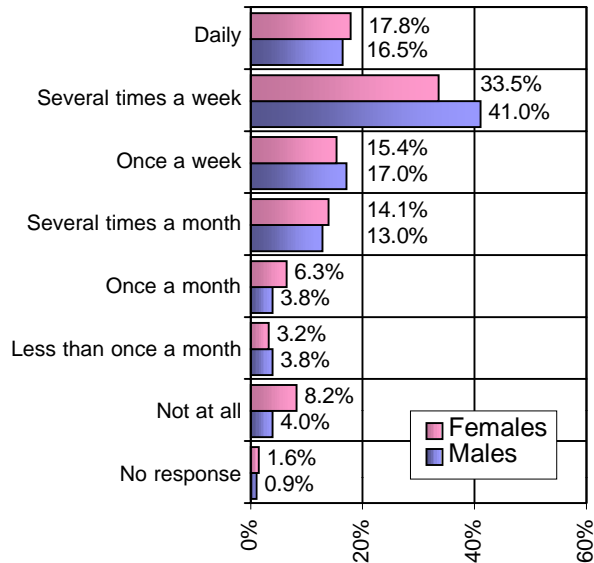


D. When looking at a graduate program's Web site, what information do you look for? (Allow more than one response.)

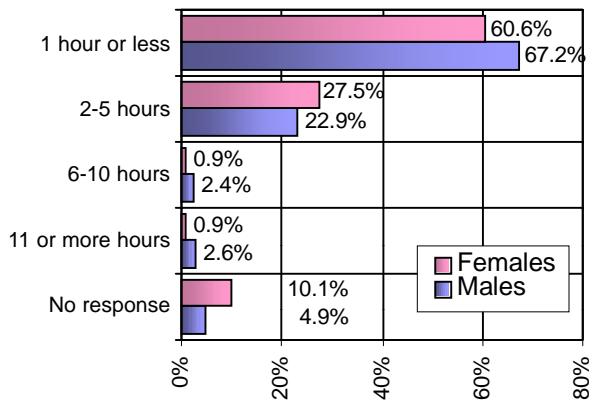


5. Use of Internet in Selecting a Graduate Program

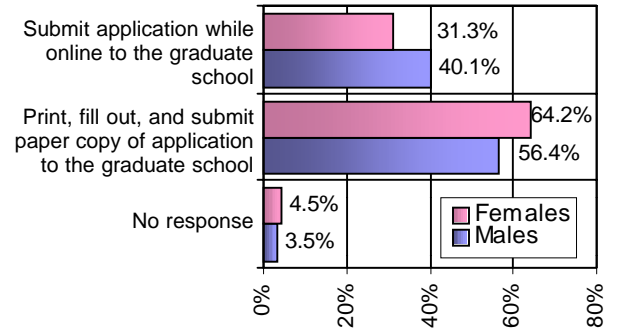
A. Over the past six months, approximately how often have you used the Internet to search for, obtain information about or apply to a graduate program?



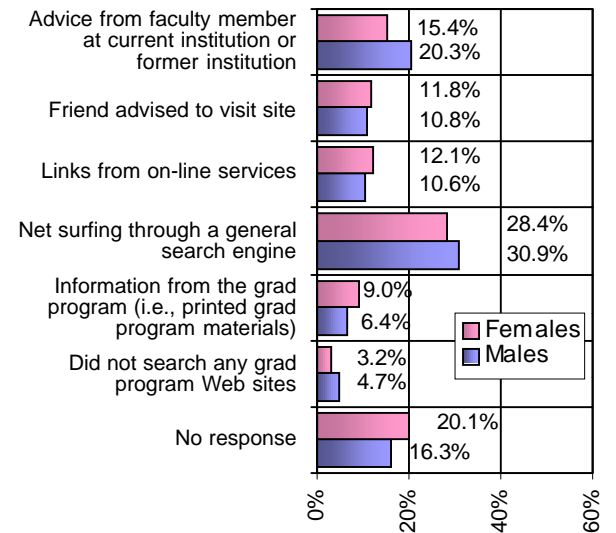
B. Approximately how long did each session last when you used the Internet to search for, obtain information about or apply to a graduate program?



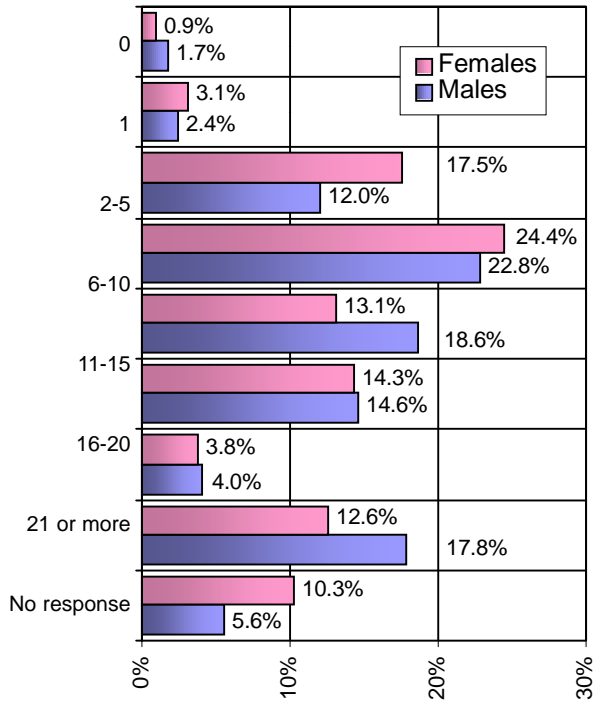
C. When working with a graduate school application that is on line would you prefer to complete and send the application while *online* or print the application, fill it out and submit it as a paper copy?



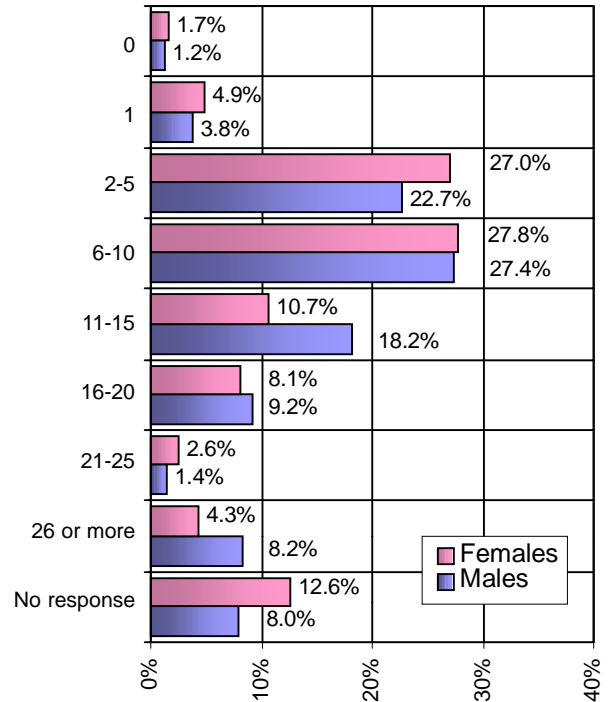
D. How did you decide to search the Web site of a graduate program that interested you?



E. About how many university Web sites, if any, have you visited?



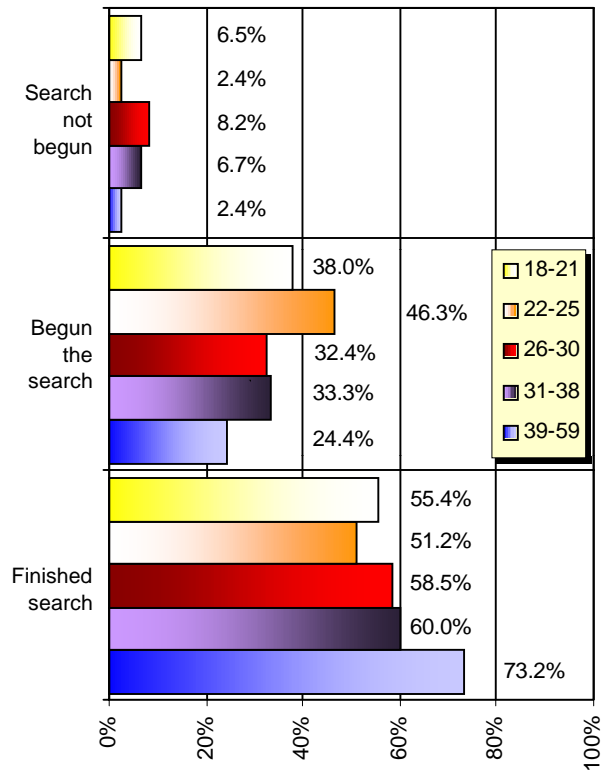
F. Among these Web sites, from how many have you obtained information?



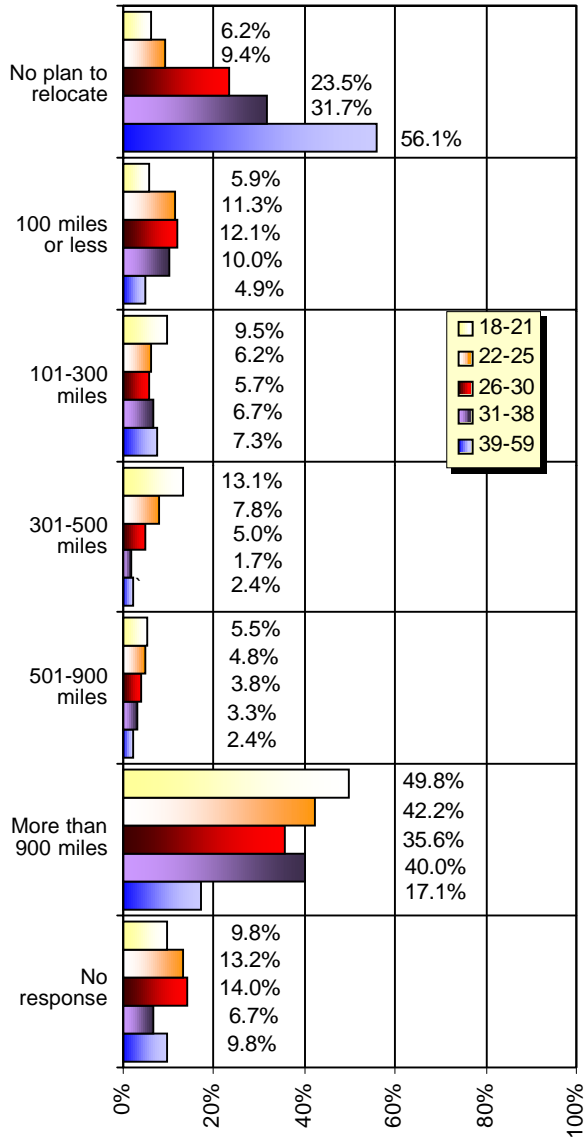
Responses by Age (partial listing)

Group	Age	Percent
1	18-21	26.7
2	22-25	32.3
3	26-30	13.6
4	31-38	5.2
5	39-59	3.5
6	No response	18.3

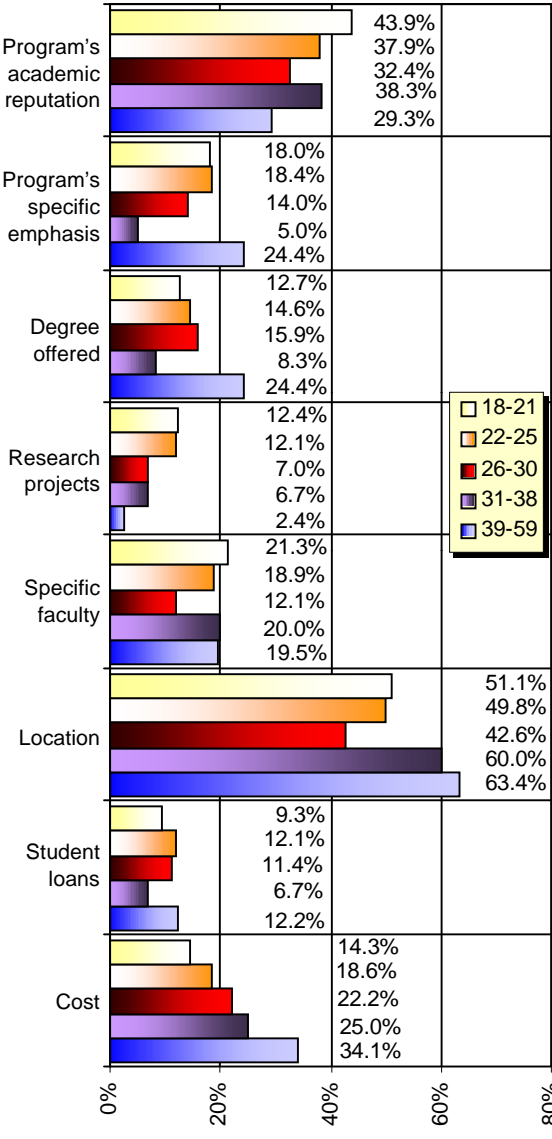
1. Where are you in the process of identifying graduate programs to which you may apply?



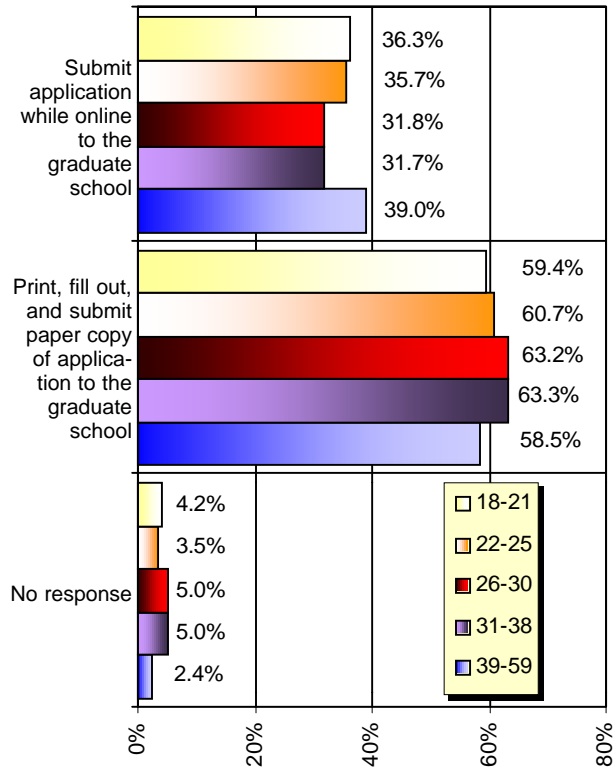
2. How far would you be willing to relocate for a graduate program?



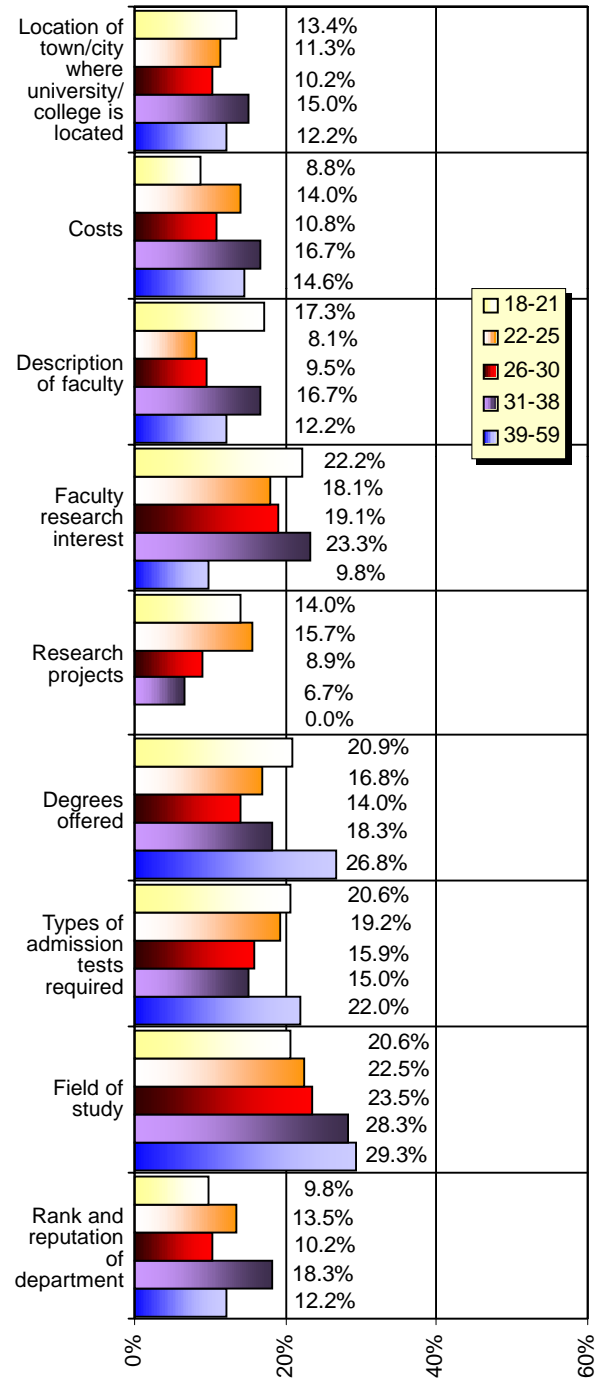
3. What are the important factors in your choice of a graduate program? (Allow more than one response.)



4. When working with a graduate school application that is on line would you prefer to complete and send the application while *online* or print the application, fill it out and submit it as a paper copy?



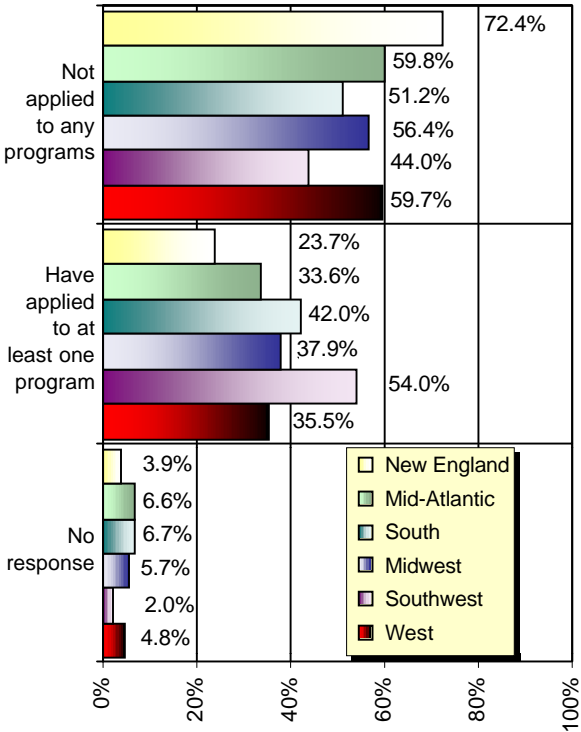
5. When looking at a graduate program's Web site, what information do you look for? (Allow more than one response.)



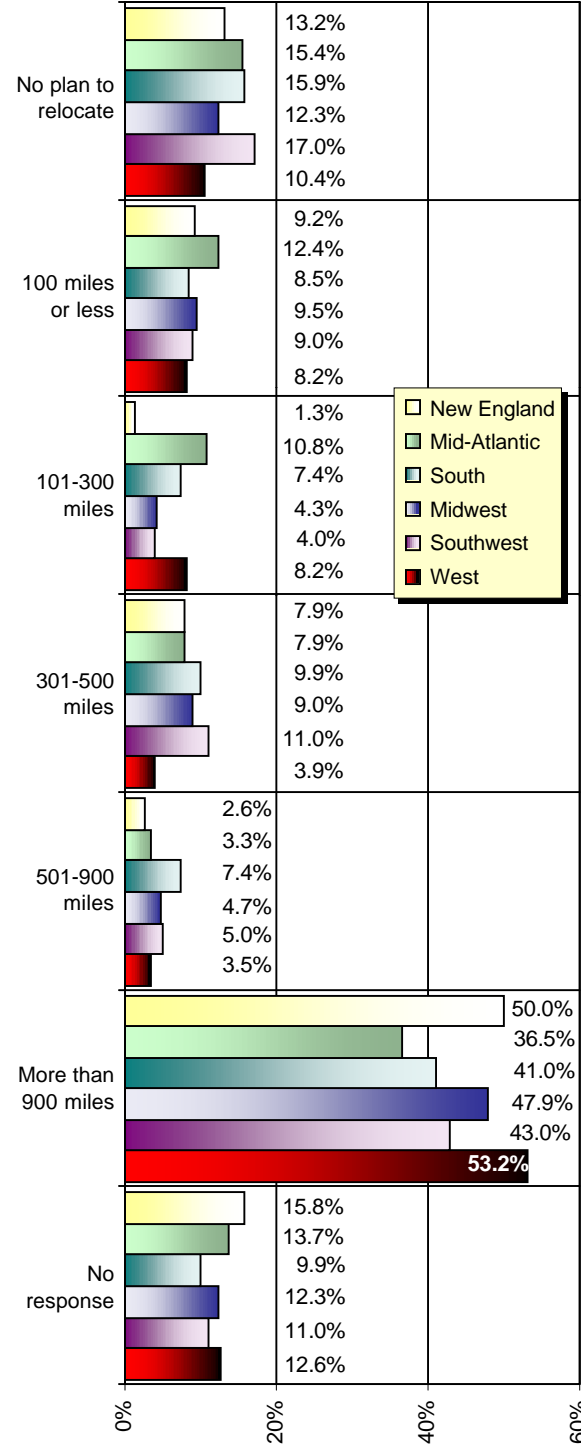
Responses by Region (partial listing)

- Region 1 (New England):**
CT, ME, MA, NH, RI, VT (6.7%)
- Region 2 (Mid-Atlantic):**
DE, DC, MD, NJ, NY, PA (21.1%)
- Region 3 (South):**
AL, FL, GA, KY, LA, MS, NC, SC, TN, VA,
WV (24.8%)
- Region 4 (Midwest):**
IL, IN, IA, KS, MI, MN, MO, NE, ND, OH,
SD, WI (18.5%)
- Region 5 (Southwest):**
AZ, AR, NM, OK, TX (8.8%)
- Region 6 (West):**
AK, CA, CO, HI, ID, MT, NV, OR, UT, WA,
WY (20.2%)

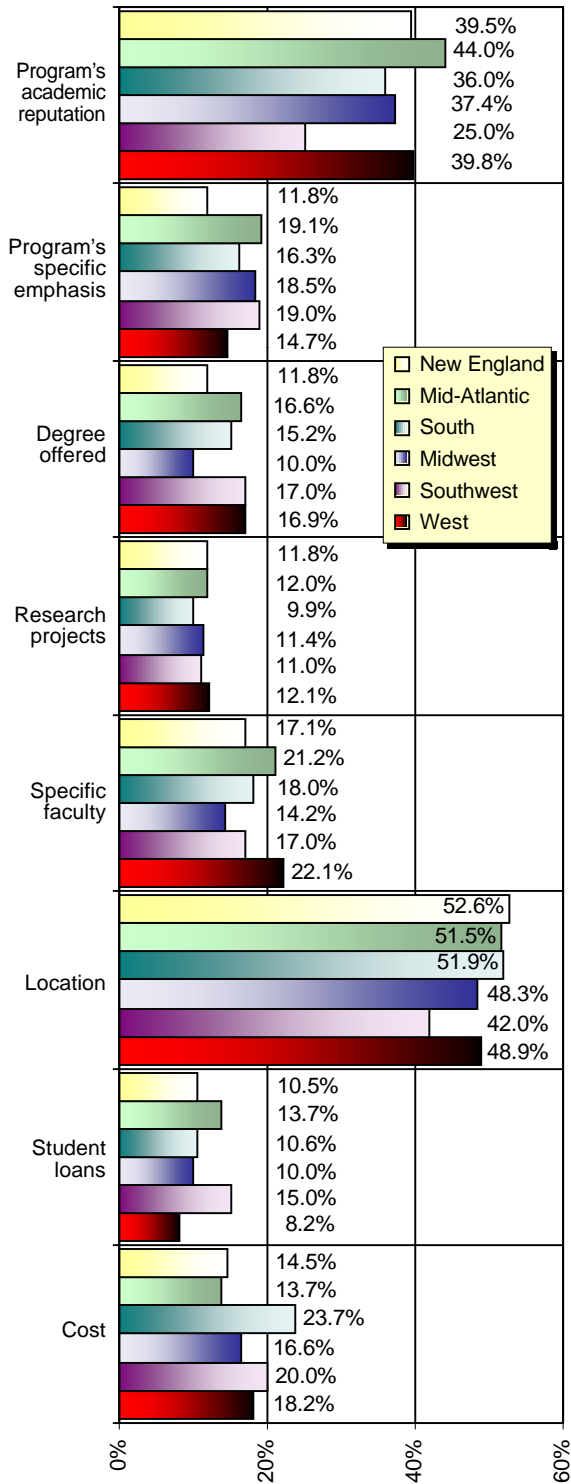
1. Have you applied to any graduate programs?



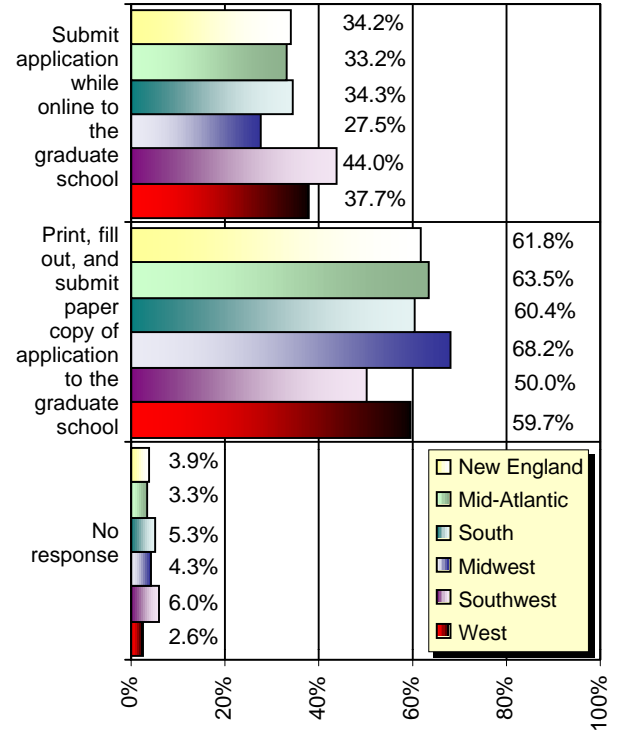
2. How far would you be willing to relocate for a graduate program?



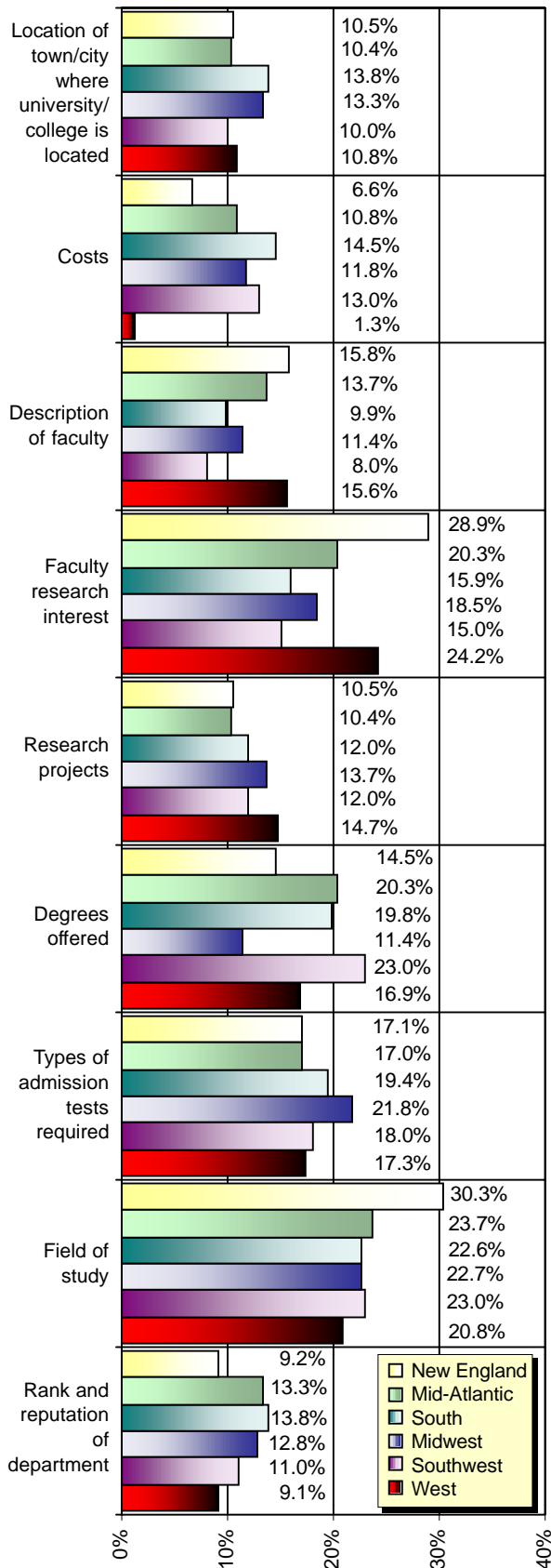
3. What are the important factors in your choice of a graduate program? (Allow more than one response.)



4. When working with a graduate school application that is on line would you prefer to complete and send the application while *online* or print the application, fill it out and submit it as a paper copy?



5. When looking at a graduate program's Web site, what information do you look for? (Allow more than one response.)



Discussion

Overall Responses

1. Computer and Internet Usage

A majority of respondents use the computer and Internet on a daily basis and they use both of these from a variety of different locations, including their residence and various buildings on their college campus. When on the Internet, more than 60% answered they log on for one hour or less. These individuals also use e-mail for personal, business, and academic work.

2. Status in Applying for a Graduate Program

These individuals were asked in October 1999 about their plans for the 2000-2001 academic year. More than half stated they had finished their search for identifying the graduate programs to which they were going to apply and that they had not applied to any graduate programs. These individuals did not have a majority preference for a public or private university, with a bit over 40% indicating no preference for either type of institution. Forty-five percent stated their willingness to relocate more than 900 miles to find a graduate program.

3. Graduate Program Search Preferences

These individuals state they prefer to attend a large, research university, but almost 20% stated that the size of the institution did not matter. When considering some of the important factors in their choice for a graduate program, items strongly considered were graduate program's emphasis, what degrees it offered, its research projects, and its academic reputation. In addition, student loans and costs were also important factors, yet there was a noticeable lack of responses (less than 5%) concerning fellowships and scholarships as an important factor when considering a graduate program.

4. Graduate Program Search Process

While more than 20% will spend six to ten months deciding on a graduate program, an about equal percentage will spend two to five months to accomplish this task. In an average month, more than one-third will spend two to five hours a month in their search for a graduate

program. A somewhat equal amount of respondents consult the faculty at their own institution, if they are enrolled, and the faculty to which they are applying. They also tend to consult their fellow students more than university recruiters, but consult the recruiter more than their family or non-student friends. More than half state their preference is to be contacted by e-mail, but over one-third state they prefer to be contacted by phone.

When visiting a graduate program's Web site, some of the important factors looked for are location of town where the university or college is located, costs, description of faculty, departmental and faculty research projects, degrees offered, and types of admission test required. The most sought information when looking at a department's Web site was the field of study. Forty percent stated they found the institution's catalog the most useful publication in selecting a graduate program and more than 70% stated an institution's Web site as the most useful Web site in selecting a graduate degree.

5. Use of the Internet in Selecting a Graduate Program

Thirty-seven percent of the respondents state they used the Internet several times a week to access information about a graduate program, with more than 60% spending an hour or less getting this information. One-third reported that they decided to search a graduate program's Web site because of general Internet surfing, with a smaller amount using links to on-line services and on the advice from friends. When completing their application for admission on-line, more than 60% prefer to print the application and submit a paper copy and about one-third prefer to complete the transaction on-line. Asked how many graduate program Web sites had they visited, more than half visited fewer than 15 graduate programs' Web sites. When asked from among these Web sites how many did they get information from, the response rate was more than 60% for fewer than 10 Web sites.

Responses by Race/Ethnicity

1. Computer and Internet Usage

A higher percentage of whites stated they use a computer and the Internet on a daily basis, or a bit more than minorities. A fewer percentage of minorities report that they use the Internet at home, school, and their work. When spending five or less hours on the Internet, whites and minorities spend about the same amount of time. When asked from where they access the Internet on their undergraduate campus, minorities and whites report similar usage at the student union, computer lab, library, and dorm. Finally, when asked how they use e-mail, more minorities reported using e-mail for business use, with whites reporting higher usage for personal use, interacting with faculty, and for class assignments.

2. Status in Applying for a Graduate Program

Whites and minorities indicate similar status in where they were in identifying a graduate program, with more than half in each group responding that they had finished their search. When asked whether or not they had applied to any graduate programs, more whites responded that they had not applied and more minorities stated that they had already applied to their graduate programs. The students were not asked to provide the specific number of graduate programs to which they were applying, just whether or not they had applied.

3. Graduate Program Search Preferences

Somewhat equal numbers of whites and minorities responded that they would like to apply to either a large, medium, or small university. More than 40% of both whites and minorities stated that it did not matter if they attended a private or public university. A higher percentage of minorities stated that they either had no plans to relocate or that they were willing to travel fewer than 100 miles for a graduate program. Whites, more than minorities, reported that they were willing to travel more than 100 miles, with almost half responding that they would consider traveling more than 900 miles, compared with 40% for minorities. The location of the graduate program, the program's academic reputation and emphasis, and the specific faculty were the three

highest factors when whites and minorities were considering the important factors in their choice of a graduate program. In addition, student loans and costs were also important factors, yet there was a noticeable lack of responses (less than 5%) concerning fellowships and scholarships as an important factor when considering a graduate program by both minorities and whites.

4. Graduate Program Search Process

A larger percentage of minorities reported spending less time searching for a graduate program than whites. More than half reported spending five months or less to complete their entire graduate program selection, compared with almost 45% for whites. A larger percentage of minorities than whites reported spending five hours or less per month searching for their graduate program. In terms of which individuals were consulted in searching for a graduate program, a higher percentage of whites use undergraduate faculty at their current institution, but a higher percentage of minorities report preferring to consult with fellow students, university graduate recruiters, and family and non-student friends. Finally, there was a higher percentage of minorities who preferred to communicate by telephone and a higher percentage of whites preferring to communicate by e-mail.

When looking at a graduate program's Web site, a higher percentage of whites looked for faculty research interests, descriptions of faculty, and degrees offered; minorities tended to prefer information about the location of the graduate program and the rank and reputation of the department. Whites and minorities identified in similar percentages that the most useful publication is the university catalog. A higher percentage of whites identified the university's Web site as the most useful Web site regarding selecting a graduate program.

5. Use of the Internet in Selecting a Graduate Program

An equal percentage of whites and minorities used the Internet to search for information about graduate programs. Also, an equal percentage of whites and minorities report using the Internet less than five hours per session when obtaining information about graduate programs. A higher percentage of whites prefer to submit their

graduate application on-line and a higher percentage of minorities prefer to print, fill out, and submit a paper copy of their graduate application. Whether it was a faculty member, a friend, links to on-line services, or general Internet surfing, whites and minorities report similar usage of these options when deciding to search a graduate program's Web site. Finally, almost 40% of whites report visiting fewer than 10 Web sites in searching for a graduate program, compared with well over 40% for minorities. However, more than half of the whites and minorities reported obtaining information from fewer than 10 Web sites.

Responses by Sex

1. Computer and Internet Usage

Males report a higher percentage of computer and Internet usage than females. Females and males reported similar percentages in their use of a personal computer on a daily basis, but a higher percentage of males reported using the Internet on a daily basis. Also a higher percentage of males use the Internet for less than two hours when compared with females in the same time period. Both females and males report similar percentages in the use of the Internet from their residence, with males reporting at a higher percentage at school and at work. On campus, a higher percentage of males report using the Internet at the student union, the computer lab, the library, and the dorm room. In terms of use of e-mail, males and females use e-mail for business and personal use with similar percentages, but males report their use when interacting with faculty and class assignments at a higher percentage than females.

2. Status in Applying for a Graduate Program

More than half of the females and males state they have finished their process of identifying where to apply for a graduate program. Yet a higher percentage of females state they have not applied to a graduate program, compared with males. More than one-third of both females and males state they have applied to a graduate program.

3. Graduate Program Search Preferences

A larger percent of males than females prefer a large university and a larger percent of females than males prefer a medium and small university, with more than 15% showing no preference. Females tended to prefer public institutions, but females and males had similar preferences both private institutions and for the preference of indifference between a public and private institution. In terms of important factors in their choice of a graduate program, a higher percentage of males reported the graduate program's academic reputation and the specific faculty, while females reported a higher interest in location of the graduate program and cost of attendance. Males and females were equal in their interest of the program's specific emphasis, research projects, and the specific faculty. In addition, student loans and costs were also important factors, yet there was a noticeable lack of responses (less than 5%) concerning fellowships and scholarships as an important factor when considering a graduate program by both males and females.

4. Graduate Program Search Process

Almost half of the females and males state that their total graduate program search process will take less than five months to complete. About one-third of the females and males will spend at least five hours per month searching for a graduate program. Both identify their undergraduate faculty and faculty at the graduate program to which they are applying as the most useful people to consult about selecting a graduate program. When looking at a graduate program's Web site, males tend to look for descriptions of faculty, the faculty's research interest, and the research projects within the department. Whereas females tended to prefer to look for location of the graduate program, cost of attendance, and field of study. Both females and males equally consider the rank and reputation of the department and types of admission tests required. Finally, a higher percentage of females wanted to use the catalog as their most useful publication, with a higher percentage of males preferring to use the institution's Web site as the most useful Web site in selecting a graduate program.

5. Use of the Internet in Selecting a Graduate Program

Females and males equally stated their use of the Internet on a daily basis in searching for information about a graduate program. A higher percentage of males compared with females reported using the Internet one hour or less per session in searching for information. When deciding to search a graduate program's Web site, a higher percentage of males than females took advice from faculty with a somewhat equal percentage of females and males preferring to take advice from a friend, using links from online services, and using general Internet surfing to find information about a graduate program's Web site. Almost one-third of both females and males preferred using general Internet surfing to find information about a graduate program. In terms of visiting Web sites, more than 45% of females visited 10 or fewer Web sites, compared with almost 39% for males. When gathering information from these Web sites, more than 60% of females and more than 50% of males report they gathered information from no more than 10 Web sites.

Responses by Age

In looking at the participants by age group, the majority had finished their process of identifying a graduate program, with the percentage range as low as 51.2% for the 22-25 age group to as high as 73% for the 39-59 age group. With the exception of the 39-59 age group, the other four age groups have at least one-third of their grouping willing to travel more than 900 miles for a graduate program. For the 39-59 age group, more than half state they have no plans to relocate. In terms of important factors for choice of a graduate program, all five groups listed location of the graduate program and the program's academic reputation as the two most important factors.

For each age group, almost two-thirds prefer to submit a paper copy of the graduate application rather than submit the form on-line. When looking at a graduate program's Web site for information, the field of study, faculty research interests, and degrees offered were the three most identified categories within each age group.

Responses by Region

More than half of the participants came from 23 of the 50 states and this group is all east of metropolitan regions like Chicago, Kansas City, and Dallas. When asked if they applied to at least one program, more than half of the Southwest region stated they had applied to at least one program, which is the highest percentage in any of the six regions. In looking at willingness to relocate, all six regions reported their highest percentage in their willingness to travel more than 900 miles for a graduate program. The West and New England areas each reported more than half of their participants willing to do so, while the lowest percentage was the Mid-Atlantic, with more than one-third willing to relocate this distance.

When considering important factors in choice of a graduate program all six regions listed location in the highest percentage, with the range of percentages between 42% in the Southwest region and more than 50% for the New England region. With the exception of the Southwest, the other five regions each reported that one-third of their respondents considered academic reputation as an important factor in choice for a graduate program.

When working on their graduate application, all six regions report a majority wanting to print, fill out, and submit a paper copy of the application. Finally, when looking at a graduate program's Web site, all six regions report that the three most important areas of interest are the faculty research interests, degrees offered, and field of study.

Limitations and Conclusions

This study has a few limitations that should be mentioned. First, this is a sample of those involved with the GRE general examination. There are obvious other groups of graduate and professional students not included in this survey but who take another standardized test to enter a graduate or professional program.

Second, one of the goals of this survey is to provide admissions data concerning students' use of the Internet. It is by no means the "catch all" solution for graduate programs, rather a

snapshot of certain students' interests and behaviors.

There are some general conclusions that can be taken from this study. First, graduate admission professionals should focus on Web sites of their graduate program(s). In addition, the majority of individuals' sampled state their preference is to search for programs on more general search engines like Yahoo, Excite, Google, etc. These students look for concise information, not glitz, when it comes to the content of the Web site. Due to their lack of time when looking for information, sites should be "fast and friendly" in their delivery of information.

Second, the majority of students sampled had completed their graduate program search by November 1999 for admission fall 2000. While they have completed their search, these individuals still want and need to interact with individuals from various perspective campuses. What I would advocate for is further research to this question: How best to use the technology of the Internet with the niches that exist for each graduate program? This project clearly illustrates the need for a blending between technology and the "human touch" of graduate recruitment.

The final question that arises goes to the heart of graduate recruitment: How can graduate programs use technology to put usable information into the hands of prospective students and those individuals who have significant influence on their graduate program selection process? In graduate education, we are concerned with using technology to attract prospective graduate students to our graduate programs. But do we also consider how we use technology to provide support for our own faculty to recruit these same students? In addition, do we put the Internet to use in gathering the attention of faculty on other campuses to inform these individuals about our graduate programs and to assist them in the mentoring of their undergraduate students? Is there a way to use technology to get our message in the hands of these individuals? The research from this project illustrates the necessity to address these and other questions on the use of the Internet in graduate recruitment.

Both NAGAP and GRE look forward to working with the graduate education community to address these important issues.

